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ABSTRACT

This yearbook contains information on federal policy actions, state policy, important reports, statistical data on exceptional students served and personnel employed; and directory listings of key offices, officials, and organizations concerned with special education. Generally, the yearbook covers reports issued from July 1987 through June 1988. General information papers are provided on: federal legislation; judicial decisions; the executive summary of the Tenth Annual Report to Congress on the Implementation of the Education of the Handicapped Act, 1988; the status of handicapped children in Head Start programs; Special Education in Canada (1988); and the future of research in special education. The second section provides United States statistics on exceptional children served. Section III includes annual awards. Directory information is provided in Section IV including: United States Congress Committees related to the handicapped; Office of Special Education Programs; the Council for Exceptional Children; United States Directors of Special Education; United States Coordinators of Programs for the Gifted and Talented; and Canadian Senior Government officials in Special Education. Fifty-eight tables provide a variety of statistical data concerning children served, their handicapping conditions, the educational environments utilized, reasons for exiting the educational system, and number of anticipated services needed.
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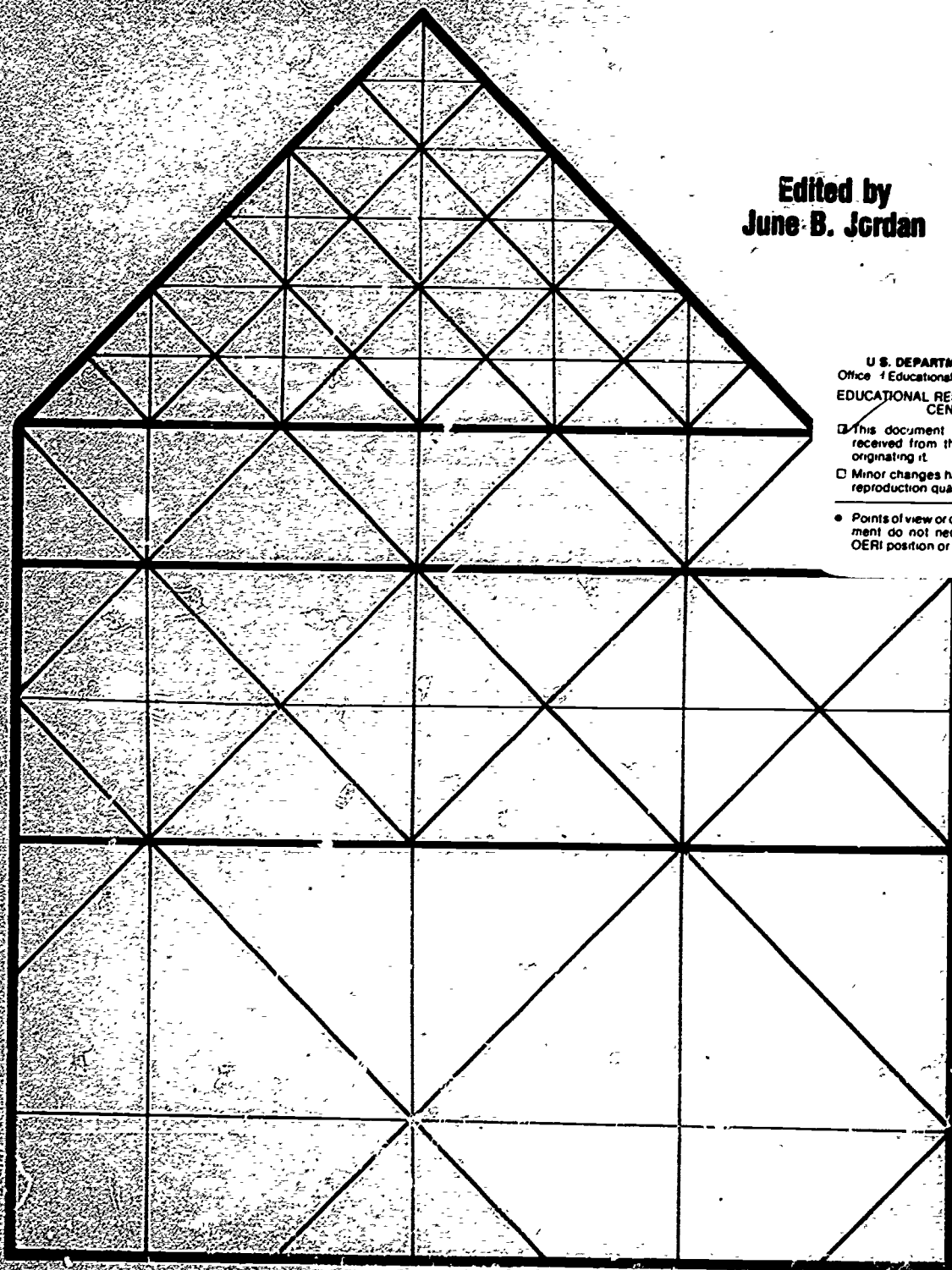
1988 Special Education Yearbook

Edited by
June B. Jordan

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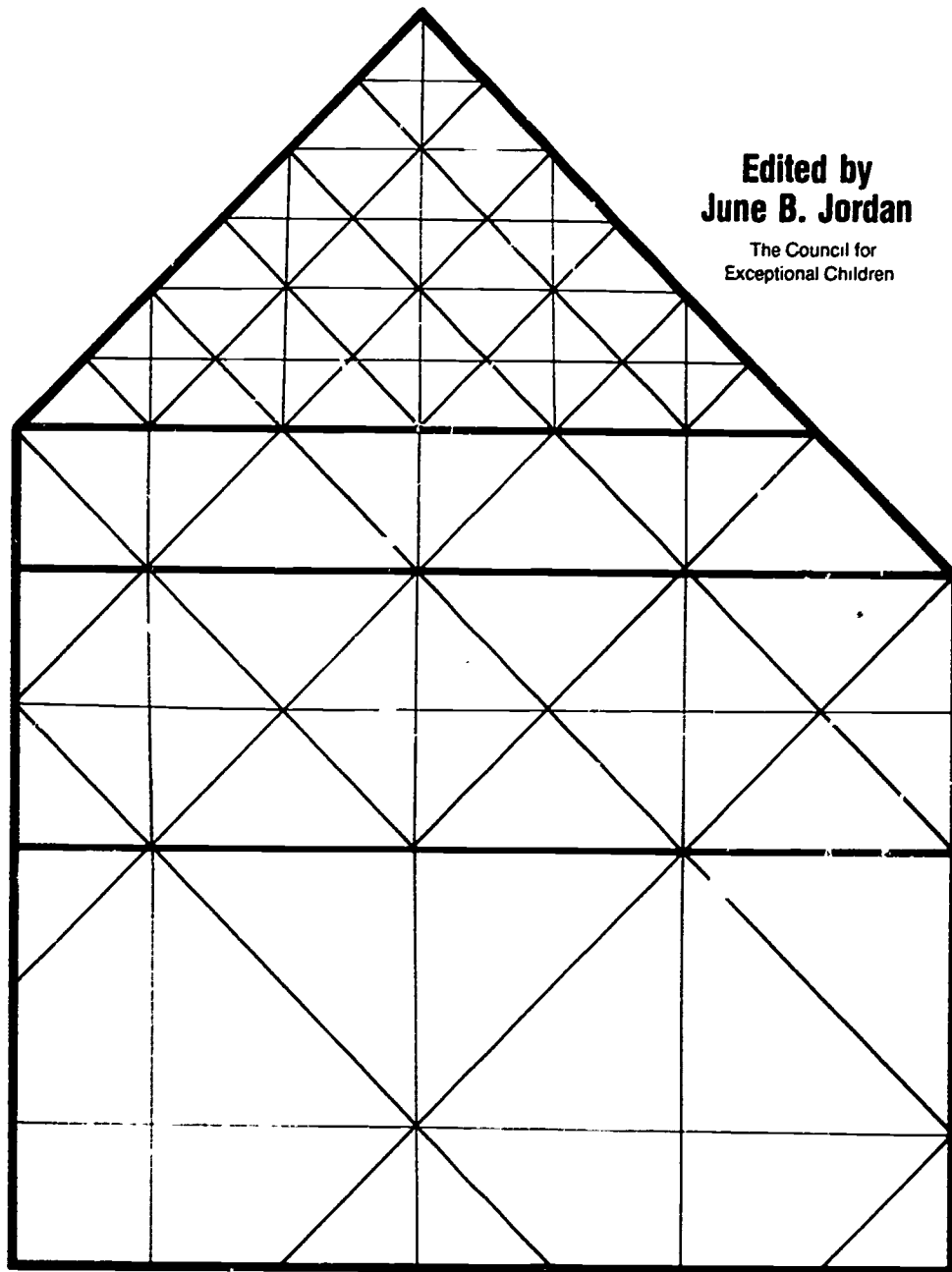


ERIC

1988 Special Education Yearbook

**Edited by
June B. Jordan**

The Council for
Exceptional Children



ERIC

A product of the ERIC Clearinghouse on Handicapped and Gifted Children

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About This Yearbook

This 1988 Special Education Yearbook is the third volume in an annual series issued by The Council for Exceptional Children. It serves as a current resource on special education information including federal policy actions; state policy; important reports; statistical data on exceptional students served and personnel employed; and directory listings of key offices, officials, and organizations concerned with special education.

Generally, the Yearbook covers reports issued during the period July 1, 1987 to June 30, 1988. In areas such as the Directory Section, the information reported is as current as possible. Reports on key federal activities during the period July 1, 1987, through June 30, 1988, include actions enacted or pending and judicial decisions. Specific statistical data on children served are reproduced from the Tenth Annual Report to Congress on the Implementation of the Education of the Handicapped Act issued by the U.S. Department of Education, 1988; The Status of Handicapped Children in Head Start Programs, Fourteenth Annual Report of the U.S. Department of Health and Human Services to the Congress, 1987; and The 1987 State of the States Gifted and Talented Education Report issued by the Council of State Directors of Programs for the Gifted.

This Yearbook is organized into four main sections: (1) General Information Papers, (2) U.S. Statistics on Exceptional Children Served, (3) Annual Awards, and (4) Directory Information.

The 1988 Yearbook builds on the 1987 volume and, wherever possible, the information has been updated. The current status of special education in Canada is reported in a paper in Section I, page 28. The information is based on a questionnaire survey of provincial officials. For the most recent definitive data, see the 1986 Yearbook.

Over a period of time, the Yearbook series will provide a picture of the state of the art and trends in the education of exceptional children and youth. The 1989 Yearbook will update the statistical data and include current reports and position statements on policy, needs, and future directions in the education of the handicapped and gifted.

Members of the Yearbook Editorial Planning Committee are: Earl Campbell, Area Superintendent, Board of Education, Scarborough, Ontario; James J. Gallagher, Kenan Professor of Education, University of North Carolina at Chapel Hill; Beverley H. Johns, Program Supervisor, Four Rivers Special Education District, Jacksonville, Illinois; June B. Jordan, Editor in Chief, The Council for Exceptional Children; Bruce A. Ramirez, Special Assistant for Ethnic and Multicultural Concerns, The Council for Exceptional Children; and Jo Thomason, Special Education Consultant and CASE Executive Director, Albuquerque, New Mexico.

Section I. General Information Papers

Federal Legislation

The following are summaries of legislation affecting the education of exceptional children and youth enacted during the period of July 1, 1987 through June 30, 1988.

Reauthorization of P.L. 89-313, (Chapter One, Part D, Subpart 2 of P.L. 100-297)

The Hawkins/Stafford School Improvement Act (P.L. 100-297) includes a reauthorization of the over 20-year-old program of educational support for children and youth with handicaps in state operated or supported facilities and for children and youth with handicaps who have transferred from such programs to special education programs in the local school systems.

The new legislation changes P.L. 89-313 in the following ways:

- o To indicate that the State Education Agency (SEA) is eligible to receive a grant under this program; current law states "a state agency."
- o To add specific application requirements for receipt of a grant including assurance that all children counted and served are provided all the rights and procedural safeguards under Part B of the Education of the Handicapped Act (EHA).
- o To change the date of the child count from October 1 to December 1 to correspond to the child count date for Part B of the EHA.
- o To simplify the application procedures for Local Educational Agencies (LEAs) which serve children transferred from state operated or supported programs, when such application reflects services to five or fewer children.
- o To add federal data reporting requirements that conform to the data reporting requirements under Part B of the EHA.
- o To require that beginning in fiscal 1991 the SEA will administer this program through that unit of the SEA which is responsible for administering Part B of the EHA.
- o To add assurances on the use of funds and examples of acceptable uses of funds.
- o To add reporting requirements for within-state applications.
- o To add a definition of eligible children.
- o To require a General Accounting Office (GAO) study of the implementation of the state operated program for handicapped children and its relationship to Part B and Part H of the EHA.

The Jacob K. Javits Gifted and Talented Students Education Act of 1988,
(Title IV, Part D, of P.L. 100-297)

The Hawkins/Stafford School Improvement Act (P.L. 100-297) also includes new legislation aimed at providing national focus and support in meeting the special educational needs of gifted and talented students. An initial appropriation of \$7.9 million was approved for the first year of operation of this new authority.

The program is designed to encourage the expansion and improvement of appropriate educational opportunities for the national estimated 2.5 million gifted and talented children and youth, approximately half of whom presently receive no special services. A priority is directed at children who are not identified through traditional assessment methods such as economically disadvantaged, limited English proficient and handicapped children and youth. Another high priority is to improve the capability of schools in an entire State or region to plan, conduct, and improve programs for the identification and education of gifted and talented students through inter-agency cooperation.

The Act authorizes

- o Preservice and inservice training.
- o Establishment and operation of model projects and exemplary programs.
- o Support to strengthen the capacity of state educational agencies and institutions of higher education.
- o Programs of technical assistance and information dissemination.
- o A National Center for Research and Development in the Education of Gifted and Talented Children and Youth.
- o A single administrative unit within the U.S. Department of Education to administer programs authorized by the legislation and to serve as a focal point of national leadership.

State and local agencies, higher education, and public and private agencies and organizations may receive grants or contracts under this authority, and the program will be housed under the Department of Education's Office of Elementary and Secondary Education Programs.

The Hawkins/Stafford School Improvement Act, (P.L. 100-297)

Other than the two programs just cited, this legislation reauthorized a wide variety of federal education programs and created a number of new programs. Parenthetically, the legislation is named for two distinguished education advocates in the U.S. Congress, U.S. Rep. Augustus Hawkins (D-CA) and U.S. Sen. Robert Stafford (R-VT--now retired).

This legislation seeks access to and improved participation in numerous programs for exceptional children, including

- o The chapter one program for economically disadvantaged children.
- o The new Evenstart program for preschool children.
- o Secondary school programs for basic skills.
- o Dropout prevention programs.
- o Programs for migratory children.
- o Programs for neglected and delinquent children.
- o The chapter two education block grant.
- o Bilingual education programs.
- o Adult education programs.

Technology-Related Assistance (P.L. 100-407)

The Technology-Related Assistance for Individuals with Disabilities Act of 1988 has a primary purpose of assisting states to develop and implement a consumer-responsive, state-wide program of technology-related assistance for individuals with disabilities to enable them to acquire assistive technology devices and services (including technology in educational programs).

Title I of the bill establishes a competitive State Grant Program to assist States to develop and implement a state-wide program and also authorizes the Secretary of Education to provide technical assistance to enable States to respond fully and effectively.

The purposes of the State grants are to

- o Increase awareness of the needs of individuals with disabilities for assistive technology devices and services.
- o Increase awareness of policies and practices that facilitate or impede the provision of such devices and services.
- o Increase the availability of and funding for the devices and services.
- o Increase knowledge of the efficacy of such devices and services by the individuals, their families, and service providers.
- o Increase the capacity of public and private entities to provide for such devices and services.
- o Increase the likelihood that individuals will be able to retain possession of devices as they transition from one environment or service system to another.

Ten States may enter the grant program the first year, 20 additional States the second year, and the remaining States the third year. A State that competes successfully receives a 3-year grant and then must submit another application for 2 more years of funding, for a total of 5 years. Congress appropriated \$5.2 million for purposes of Title I only for fiscal year 1989.

The office, agency, or individual responsible for preparing the application for a State grant is to be designated by the Governor of the State.

Title II authorizes a variety of discretionary activities and studies, including a study of the feasibility and desirability of establishing a national information and programmatic referral network on technology-related assistance. It also supports training and public awareness grants to increase the knowledge and effective use of assistive technology devices and services; funds demonstration and innovation projects including model programs for delivery of technology related assistance, applied research and development in assistive technology devices and services; and a loan program for assistive technology devices. In addition, grants will be made available to assist institutions of higher education to prepare personnel for careers relating to the provision of technology-related assistance to individuals with disabilities. At this time, however, no funds have been appropriated for Title II programs.

It is anticipated that this legislation will function as a catalyst for increasing the availability of and funding (both public and private) for assistive technology and services.

The Civil Rights Restoration Act (P.L. 100-259)

In the case known as Grove City v. Bell the United States Supreme Court ruled that civil rights laws applied only to the specific program within an institution or agency that received federal aid and not the institution or agency as a whole. Through this legislation the Congress reversed this judicial narrowing of the enforcement base for Section 504 of the Rehabilitation Act and other civil rights statutes.

Medicaid (P.L. 100-360)

P.L. 100-360, The Medicare Catastrophic Coverage Act of 1988, includes a provision barring the federal government (specifically, the U.S. Department of Health and Human Services) from prohibiting Medicaid payments for services contained in the individualized educational programs (IEPs) of children with handicaps. Thus, this legislation not only makes Medicaid resources available within the context primarily of related services for special education but also affirms the prior intent of the Congress, in P.L. 94-142 and P.L. 99-457, that federal resources other than education should contribute in meeting the mission of both Part B of the Education of the Handicapped Act (EHA) and the newer Part H of the EHA--the early intervention program.

Judicial Decisions

The following summaries of court decisions containing noteworthy implications for special education were issued or settled during the period of July 1, 1987, to June 30, 1988.

Discipline

Honig v. Doe 108 S. Ct. 592 (1988). The U.S. Supreme Court held that school officials must comply with the requirements of the Education of the Handicapped Act (EHA) if they wish to expel or suspend special education students for more than 10 days for misconduct related to their handicapping condition, even if the misconduct is disruptive or dangerous. This case arose when two emotionally disturbed children were indefinitely suspended for their violent and disruptive behavior.

The Supreme Court held that there is no "dangerousness exception" to the "stay put" provision in the EHA, which mandates that a child remain in his or her current educational placement pending changes in their special needs curriculum, including any appeals procedure that the change may precipitate. The Court explained that regardless of the potential danger or disruption imposed by keeping the student in the classroom, expulsions and indefinite suspensions are considered changes in educational placement and therefore subject to the requirements and procedural protections granted in the EHA. Consequently, before any special needs child can be expelled or indefinitely suspended for behavior relating to the handicap, the school must first invoke the procedural protections contained in the EHA, including notice to parents of changes in educational plans. The Court ruled that, in emergency situations, a school can suspend a student for up to 10 days and seek a court order temporarily enjoining the child from attending school. Thus, suspensions of 10 days or less are not considered changes in educational placement and do not warrant the EHA protections. The Court also affirmed that a change in placement in the form of expulsion or indefinite suspension can still take place with the consent of the student's parents and that school officials can use traditional disciplinary measures for misconduct.

Medicaid

Bowen, U.S. Secretary of Health and Human Services v. Commonwealth of Massachusetts 108 S. Ct. 2722 (1988). The U.S. Supreme Court ruled that the federal district courts, not the federal court of claims, should decide disputes between the federal government and the states concerning whether state expenditures for special education students can be reimbursed under the federal Medicaid program. The lower court in Bowen had agreed with the State of Massachusetts that services provided under a handicapped student's individualized education program could not be excluded from Medicaid reimbursement just because they were characterized

as partly "educational." The Supreme Court's ruling means that the lower court's decision will stand.

As noted in the "Federal Legislation" section of this document, on July 1, 1988, President Reagan signed P.L. 100-360, which includes a provision barring the federal government from prohibiting medical payments for services contained in the individualized education program (IEPs) of children with handicaps. The passage of this legislation, along with the Supreme Court's decision in Bowen, should bring closure to litigation on this issue.

Education for All

Timothy W. v. Rochester School District (New Hampshire) C-84-733-L, D-NH (1988). The federal court for the district of New Hampshire ruled that a child must be able to benefit from special education before a school district is required to provide such education. The court held that in some very "rare" instances, a child may be too severely handicapped to benefit from education. The child in question is blind, deaf, quadriplegic, suffers from seizures, and has cerebral palsy.

Despite the recurrent use of the word "all" in federal legislation, the court held that the Education for All Handicapped Children Act of 1975 (P.L. 94-142, also Part B of the EHA) does not require special education for certain severely handicapped children.

Those individuals representing Timothy W. are now appealing this decision of the lower court. Various organizations, either in the formal role of amicus curiae or more informally, have joined in opposing the lower court's decision. The U.S. Justice Department, affirming the "zero reject" principle of federal law, has also filed a brief opposing the decision of the federal court in New Hampshire.

Liability of States under EHA

Gilhool v. Muth 109 S. Ct. 52 (1988). On the first day of its new term, the U.S. Supreme Court agreed to hear an appeal by Pennsylvania officials of a Third Circuit Court of Appeals decision allowing states to be sued in federal district court on claims under The Education of the Handicapped Act (EHA) and barring state agency employees from deciding special education appeals under the EHA.

In what was previously titled Muth v. Central Bucks School District (3rd Cir. 1988), the Third Circuit held that the text and legislative history of the EHA clearly showed Congress' intent to remove states' Eleventh Amendment immunity from being sued in federal court. The Court also ruled that, because the state education secretary directly exercises both fiscal and regulatory control over the school district, the Secretary must be considered an employee of the state education agency (SEA) and therefore should have been barred from hearing IEP appeals.

The case arose from a dispute between a parent, Russel Muth, and the

Central Bucks School District over the type of education provided for his handicapped child.

Dissatisfied with the results of an administrative hearing, Muth appealed to the state education secretary, who ordered the hearing officer to modify the child's IEP. But Muth, still unhappy with the plan, enrolled his son in a private school and continued his challenge.

Ultimately, the Third Circuit agreed with the education secretary's findings, but determined the procedures to be faulty and held Central Bucks and Pennsylvania jointly responsible for the costs of the child's year in a private school.

Pennsylvania's attorney general sought Supreme Court review of this decision, contending that the EHA does not mention the Eleventh Amendment or state liability and lacks any clear expression of Congressional intent to remove states' immunity from suit under the Eleventh Amendment. The state also asserts that its education secretary, a gubernatorial appointee, is not technically an employee of the SEA and therefore should be allowed to hear special education administrative appeals.

**Tenth Annual Report to Congress
on the Implementation of
The Education of the Handicapped Act, 1988**

U.S. Department of Education

Executive Summary

The Tenth Annual Report to Congress examines the progress being made to implement the requirements mandated by the Education of the Handicapped Act (EHA) and its subsequent amendments. The purposes of the act, as stated in Section 601(c), are:

1. To assure that all children with handicaps have available to them a free appropriate public education.
2. To assure that the rights of children with handicaps and their parents are protected.
3. To assist States and localities to provide for the education of all children with handicaps.
4. To assess and assure the effectiveness of efforts to educate children with handicaps.

The following highlights provide brief summaries of the information presented in the body of the report.

Students Receiving a Free Appropriate Public Education

Number of Students Served

- o During the 1986-87 school year, 4,421,601 children with handicaps between the ages of 0 and 21 were served under Chapter 1 Handicapped Programs of the Education and Consolidation Improvement Act--State Operated Programs (ECIA [SOP]) and Part B of EHA. This represented an increase of 1.2% over the number served in 1985-86.
- o The most frequent handicapping conditions were learning disabled (43.6%), speech impaired (25.8%), mentally retarded (15.0%), and emotionally disturbed (8.7%). The greatest changes from the 1985-86 year were in the categories of learning disabled (an increase of 53,760) and mentally retarded (a decrease of 21,653).
- o Forty-eight percent of the handicapped children served under EHA-B were between the ages of 6 and 11 with 41% between the ages of 12 and 17.

Related Services Received

- o Students received 4,630,363 related services in 1985-86, which was an average of 1.2 services per handicapped child in those States reporting.¹
- o The most frequently used service was diagnostic services, which were received by 777,436 students. Deaf-blind students and orthopedically impaired students received the largest number of services per child-- 3.36 and 2.71, respectively.

Least Restrictive Environment

- o During the 1985-86 school year, the majority of students with handicaps received special education and related services in settings with nonhandicapped peers. Over 26% received special education in regular classes. An additional 41% were served primarily in resource rooms, while over 24% were served in separate classes in regular education buildings.
- o Significant variation in placement patterns existed across handicapping conditions. Students with learning disabilities or speech impairments were served primarily in regular classes or resource rooms (77% and 92%, respectively). Nationally, 56% of the mentally retarded students were placed in separate classes.

Personnel Employed and Needed

- o States reported that 291,954 special education teachers were employed during 1985-86, an increase of approximately 6% over the previous year.
- o An additional 27,474 teachers were needed to fill vacancies and replace uncertified staff. The greatest number of teachers were needed for the learning disabled, mentally retarded, emotionally disturbed, and speech or language impaired.
- o The number of personnel employed other than special education teachers was 229,872, which represented an increase of .5% over 1984-85. Over half of these personnel were teacher aides.
- o An additional 13,720 staff other than special education teachers were needed in 1985-86. In proportion to the number employed, occupational and physical therapists were the most needed personnel.
- o See also Tables 1, 2, and Figure 1.

¹Eight States and three Insular Areas did not report data.

Students with Handicaps in Transition:
The Exiting Behavior of Secondary Students
and Services Anticipated to Meet Their Needs

- o The majority of special education students (60%) graduate from high school with a diploma or certificate of completion. Students who are visually handicapped, hard of hearing, deaf, or orthopedically impaired are most likely to graduate with a diploma. Students who are deaf-blind, multihandicapped, or mentally retarded are most likely to graduate with a certificate of completion.
- o An average of 312 students with handicaps drop out of high school each day. A total of 56,156 students with handicaps dropped out of high school during school year 1985-86.
- o About 2 percent of the total exiting population of students with handicaps "age out" of the system by reaching the maximum age for which services are provided by individual States. Mandates for upper age limits vary by State.
- o Approximately 524,000 separate services were anticipated to be needed for handicapped children and youth exiting in the system. The most frequently needed services were vocational training services (16% of all anticipated services), counseling/guidance (14%), and vocational placement services (14%).

Assisting States and Local Agencies in
Educating All Handicapped Children

- o Many States are targeting a portion of their EHA-B set-aside to meet the needs of preschool children with handicaps. ECIA (SOP) funds are used by States to provide early intervention services for children aged birth through 5.
- o Funds earmarked for services to young children with handicaps were available to States through the old Preschool Incentive Grant Program and the new Preschool Grant Program. All States have elected to participate in the Preschool Grant Program and were awarded a basic grant of \$300 for each 3- through 5-year-old child receiving services on December 1, 1986. In addition, States received \$3,270 for each newly identified child.
- o All States have elected to participate in the Part H program for infants and toddlers. State awards for FY 1987 ranged from approximately \$244,000 to \$5,735,000. Approximately one-third of the States have designated State educational agencies as lead agencies, while another third have selected the State department of health.
- o Funds are available to States to initiate, improve, or expand special education and early intervention services for children below school age through the EHA discretionary programs. Funds have been provided through State Implementation Grants and the Early Childhood State Plan Grant Program. The Handicapped Children's Early Education Program

(HCEEP) provides support for model development and replication. research Institutes funded under HCEEP are designed to improve services by expanding the early childhood knowledge base. Projects for preservice and inservice personnel development and technical assistance have also been supported.

- o See also Tables 3, 4, 5.

Efforts to Assess and Assure the Effectiveness of Programs Educating Handicapped Children

Program Review

- o To receive EHA-B State Grant program funds for FY 88, States had to comply with additional State Plan Requirements resulting from the enactment of the Education of the Handicapped Amendments of 1986. All States submitted State Plan amendments to fulfill the new legislative requirements addressing interagency agreements, personnel standards, nonsupplanting of funds, use of the State's 20% portion of its set-aside, and reduction of other assistance.
- o The staggered State Plan Review schedule required 22 States to submit complete plans for FY 88-90. More than half of the State Plans reviewed required no changes or only minor--mostly technical--additions or corrections. Ten State Plans presented problem areas requiring more intensive scrutiny prior to approval. These areas included due process and procedural safeguards; right to education and definitions of handicapping conditions; IEP requirements; and privacy and confidentiality.
- o Comprehensive compliance reviews of the 29 States visited in the last two years indicated that States are having the most difficulty in meeting requirements in the following areas: State Educational Agency (SEA) monitoring, SEA review and approval of local educational agency applications, least restrictive environment, complaint management, and general supervision of special education programs.

Program Evaluation

- o Congressionally-mandated studies which are currently underway include a Special Study on Special Populations, a Study of Programs of Instruction in Day and Residential Facilities, a Longitudinal Study of Secondary and Postsecondary Handicapped Students, and a Survey of Expenditures for Special Education and Related Services
- o New studies recently undertaken under the State Agency/Federal Evaluation Program include: an investigation of the outcomes of transition planning; the impact of separate class and separate school secondary special education programs; outcomes of special education programs in terms of student benefits; the impact of special education in regular education settings; prereferral interventions for students experiencing learning problems in regular education; and normative and quality indicators that measure the effectiveness of special education.

Table 1

Number and Change in Number of Children Aged 3 to 21 Years
Counted Under Chapter 1 of ECIA (SOP) and EHA-B
from School Year 1976-77 to 1986-87

School Year	Percent Change in Total Number Served from Previous Year	Total Served	EHA-B	ECIA (SOP)
1986-87	1.2	4,421,601	4,166,692	254,909
1985-86	0.2	4,370,244	4,121,104	249,140
1984-85	0.5	4,362,968	4,113,312 ^{a/}	249,245
1983-84	1.0	4,341,399	4,094,108	247,291
1982-83	1.5	4,298,327	4,052,595	245,732
1981-82	1.3	4,233,282	3,990,346	242,936
1980-81	3.5	4,177,689	3,933,981	243,708
1979-80	3.0	4,036,219	3,802,475	233,744
1978-79	3.8	3,919,073	3,693,593	225,480
1977-78	1.8	3,777,286	3,554,554	222,732
1976-77	--	3,708,913	3,485,088	223,825

^{a/} Beginning in 1984-85, the number of handicapped children reported reflects revisions to State data received by the Office of Special Education Programs following the July 1 grant award date, and includes revisions received by October 1. Previous reports provided data as of the grant award date.

Table 2

**States Showing Increases or Decreases in Number of
Children Counted Under Chapter 1 of ECIA (SOP) and EHA-B**

Percentage Change From 1985-86 to 1986-87				
-2.1 to -4.0	0 to -2.0	.1 to 2.0	2.1 to 4.0	More Than 4.0
Hawaii Idaho Louisiana Maine North Carolina	Connecticut Delaware Georgia Iowa Michigan Montana Nebraska	Alabama Arkansas District of Columbia Indiana Kentucky Maryland Massachusetts Minnesota Missouri New Hampshire New Jersey New Mexico New York Ohio Oklahoma Oregon Pennsylvania Rhode Island South Carolina Tennessee Virginia Wisconsin	Alaska Arizona California Colorado Illinois Kansas Nevada North Dakota South Dakota Texas Utah Washington West Virginia Wyoming	Florida Mississippi Vermont

Table 3

**Types of Services Anticipated to be Needed in 1986-87
by Students 16 Years of Age and Older Exiting the
Educational System During School Year 1985-86**

Service Type	Number	Percent
Counseling/Guidance	73,889	14.1
Transportation	22,312	4.3
Technological Aids	10,140	1.9
Interpreter Services	2,974	.6
Reader Services	8,282	1.6
Physical/Mental Restoration	14,556	2.8
Family Services	29,769	5.7
Independent Living	27,368	5.2
Maintenance	21,159	4.0
Residential Living	11,585	2.2
Vocational Training	82,719	15.8
Postemployment Services	31,347	6.0
Transitional Employment Services	38,851	7.4
Vocational Placement	73,903	14.1
Evaluation of Vocational Rehabilitation Services	66,096	12.6
Other Services	8,931	1.7
Total	523,881	100.00

Data as of October 1, 1987.

Produced by ED/SEP Data Analysis System (DANS).

Table 4

U.S. and Insular Areas
Proportion of Anticipated Services Needed for Children
and Youth 16 Years and Older Leaving the Educational
System by Handicapping Condition

School Year 1985-86

Service

Handicapping Condition	Counseling	Evaluation of VR Services	Physical/ Mental Restoration	Vocational/ Training Services	Transitional Employment	Vocational Placement	Post Employment	Maintenance	Transportation
Mentally Retarded	10.84	12.77	2.35	15.95	8.61	13.96	5.79	5.73	5.83
Speech Impaired	14.96	16.42	1.38	10.89	5.11	19.73	11.16	2.42	2.17
Visually Handicapped	9.51	11.47	3.31	11.23	6.77	8.98	3.92	5.78	7.85
Emotionally Disturbed	15.68	11.71	6.00	13.58	6.69	13.17	4.16	3.07	2.06
Orthopedically Impaired	7.87	11.21	6.38	11.02	7.08	10.51	2.71	6.42	11.01
Other Health Impaired	5.38	10.22	7.10	10.57	5.34	9.34	2.22	7.70	10.40
Learning Disabled	18.18	13.47	1.11	18.65	7.08	15.66	7.36	2.42	2.62
Deaf-Blind	8.23	6.04	4.76	11.71	5.29	9.67	4.98	5.21	7.18
Multihandicapped	8.20	8.84	5.59	9.44	8.07	10.41	6.35	7.37	7.98
Hard of Hearing and Deaf	10.73	11.25	1.37	11.62	6.05	11.68	4.65	3.28	5.20
All Conditions	14.10	12.62	2.78	15.79	7.42	14.11	5.98	4.04	4.26

Note: Proportions were calculated by dividing the number of a particular service needed for individuals with a particular handicapping condition by the the total number of services used by individuals with that handicapping condition.

Table 4 (continued)

Handicapping Condition	Family Services	Independent Living	Residential Living	Interpreter Services	Reader Services	Technical Aides	Other Services
Mentally Retarded	5.44	6.81	3.09	0.11	0.62	0.70	1.41
Speech Impaired	4.21	2.11	0.30	0.30	0.37	5.23	3.27
Visually Handicapped	3.83	6.26	2.15	0.32	8.07	8.18	2.37
Emotionally Disturbed	11.85	6.54	3.74	0.05	0.19	0.40	1.11
Orthopedically Impaired	3.87	8.94	2.34	0.18	0.61	6.96	2.87
Other Health Impaired	6.81	9.55	4.54	0.22	0.96	6.42	3.22
Learning Disabled	3.37	2.89	0.38	0.11	3.01	1.71	1.98
Deaf-Blind	6.57	6.19	6.87	4.98	3.63	4.76	3.93
Multihandicapped	6.38	5.43	6.08	1.64	1.45	5.26	1.53
Hard of Hearing and Deaf	3.74	4.31	1.78	11.85	1.36	9.65	1.47
All Conditions	5.68	5.22	2.21	0.57	1.58	1.94	1.70

Data for States and Insular Areas reporting these data.

Data as of October 1, 1987.

Produced by EO/SEP Data Analysis System (OANS).

Table 5

**Number and Percent of Anticipated Services for 1986-87 for
Students 16 Years of Age and Older Exiting the Educational
System by Handicapping Condition During School Year 1985-86**

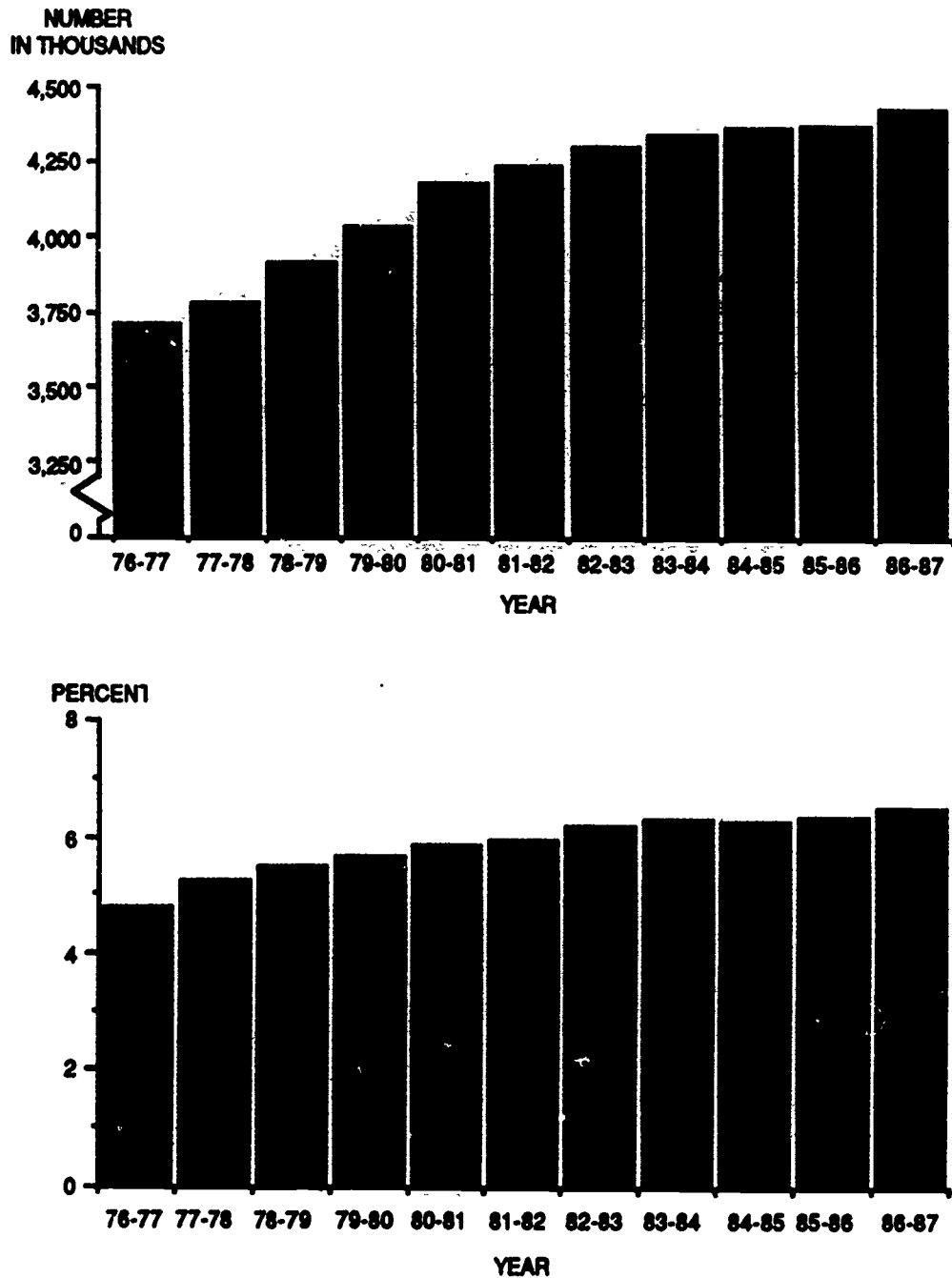
Handicapping Condition	Number	Percent
Mentally Retarded	168,523	32.2
Speech or Language Impaired	9,769	1.9
Visually Handicapped	6,868	1.3
Emotionally Disturbed	87,686	16.7
Learning Disabled	191,561	36.6
Orthopedically Impaired	12,538	2.4
Deaf-Blind	1,324	.2
Other Health Impaired	12,460	2.4
Hard of Hearing and Deaf	17,881	3.4
Multihandicapped	15,271	2.9
Total	523,881	100.00

Data as of October 1, 1987.

Produced by ED/SEP Data Analysis System (DANS).

Figure 1

**Number And Percent Of Children Served Under Chapter 1
And EHA-B, School Year 1976-77 To 1986-87**



NOTE: The figures represent children birth through 20 years old served under Chapter 1 of ECIA (SOP) and children 3 through 21 years old served under EHA-B. Percent of children is based on population count; for children 3 through 21 compiled by the U.S. Bureau of the Census.

The Status of Handicapped Children in Head Start Programs

Excerpts from the Fourteenth Annual Report
of the U.S. Department of Health and Human Services
to the Congress
1987

From the Foreword by HHS Secretary Otis R. Bowen

In the 1985-1986 program year, Head Start provided comprehensive developmental services to 517,799 low income preschool children and their families. As it has since 1965, the program seeks to foster the development of children and enable them to deal more effectively with both their present environment and later responsibilities in school and communities. Head Start programs emphasize education; social services; medical, dental, nutrition and mental health services; and parent involvement to enable each child to develop to his or her highest potential.

In 1972 Head Start mounted a major effort to serve handicapped children. The number of handicapped children enrolled in Head Start has risen steadily since the data were first reported from 22,807 in 1973 to 34,994 handicapped children in 1986. Head Start is in the forefront of the provision of services to the preschool handicapped child as the largest mainstream placement program in the nation. Mainstreaming provides handicapped children with active, day-to-day group experiences with nonhandicapped children. Giving handicapped children an opportunity to learn, to play, to live with nonhandicapped children takes them a giant step in the direction of participating in the general society as responsible adults in their later years.

In 1986, 99.2% of all Head Start programs had enrolled at least one handicapped child. These children received a full range of child development services in addition to special education or related services in accordance with their special needs. These special services were provided through the Head Start program, through outside agencies or, for the children, through a combination of both. During 1986, 46 State agreements and 3,120 local level agreements between Head Start and other agencies were in effect.

Overview of Head Start Policies on Services to Handicapped Children

Section 640(d) of the Head Start Act [42 U.S.C. §9835(d)] requires "that for fiscal year 1982 and thereafter no less than 10% of the total number of enrollment opportunities in Head Start programs in each State shall be available for handicapped children and that services shall be provided to meet their special needs."

The Head Start Act specifies the definition of handicapped children provided in paragraph (1) of section 602 of P.L. 91-230, the Education of the Handicapped Act, as amended, [20 U.S.C. §1401(1)]. That Act defines the term handicapped children as "mentally retarded, hard of hearing, deaf, speech or language impaired, visually handicapped, seriously

emotionally disturbed, orthopedically impaired, or other health impaired children or children with specific learning disabilities who by reason thereof require special education and related services." Handicapped children must meet the eligibility requirements for Head Start programs. Eligibility refers to the ages of the participating children (between 3 years and the age of compulsory school attendance) and family income (at least 90% of the children must be from low income families, including families receiving public assistance).

In response to the Congressional mandate to strengthen Head Start efforts on behalf of handicapped children, the Head Start Bureau, located in the Administration for Children, Youth and Families (ACYF) in the Department's Office of Human Development Services, has given priority to assisting local Head Start programs to identify, recruit, and serve handicapped children. Head Start policies that relate to handicapped children are:

- o Outreach and Recruitment.
- o Needs, Assessment, Screening and Diagnosis.
- o Diagnostic Criteria and Reporting.
- o Severely and Substantially Handicapped Children.
- o Services for the Handicapped Child.
- o Mainstreaming.
- o Program Options.
- o Collaboration with Other Agencies.
- o Ten Percent Handicapped Enrollment by State.

Number of Handicapped Children Enrolled

It has been estimated that there are 250,000 Head Start eligible handicapped children of preschool age 3 to 5 in the United States. Although Head Start cannot meet the needs of all these handicapped children, it is making a notable contribution. A Head Start experience is particularly valuable for those handicapped children who can benefit from a comprehensive developmental experience in a mainstream setting, one that integrates handicapped and nonhandicapped children. The number of handicapped children enrolled in Head Start has increased since the data were first reported in 1973. In November-December 1973, Head Start programs were serving 22,807 handicapped children or 10.1% of their enrollment. As of June 1986, Head Start programs reported that they had served 64,994 handicapped children or 12.5% of their enrollment during the 1985-1986 program year. All but a small fraction of these children are being mainstreamed. This provides peer models and higher levels of cognitive, language, and social stimulation than self-contained programs offer.

Highlights:

- o There were 64,994 handicapped children served in Head Start programs in 1986. This represents an increase of 3,096 children over the 61,898 handicapped children served in 1985. Children professionally diagnosed as handicapped accounted for 12.5% of total actual enrollment in Head Start programs, a slight increase from the 12.2% in 1985.
- o Children professionally diagnosed as handicapped accounted for at least 10% of all Head Start enrollment in each of 49 of the 50 States, Puerto Rico, Guam, and the Trust Territories of the Pacific Islands in 1986.
- o American Indian Programs also surpassed the 10% enrollment target.

Head Start has exceeded the 10% enrollment level nationally with a 12.5% enrollment of handicapped children in program year 1985-1986. Alaska, with a 9.7% enrollment of handicapped children, was the only State which fell short of the 10% enrollment target.

The District of Columbia with 9.1% also did not meet an enrollment level of 10%. The Migrant Programs served 9.7%. In addition, the following territories were below the 10% enrollment level: Virgin Islands, with 7.3%, and American Samoa, with .56%. Both these areas made gains over the 1985 figures, however. Both Guam and the Trust Territories of the Pacific Islands showed strong increases over the 1985 figures. In 1985 Guam reported 9.9%, raised to 11.2% in 1986; and the Trust Territories reported an increase from 6.3% in 1985 to 13.8% in 1986.

Approximately 99.2% of the full year Head Start programs served at least one handicapped child. Of the 64,994 handicapped children served by Head Start programs, 26.1% were 3 years of age or under, 60.1% were 4 years old, 13.3% were 5 years old, and about 0.5% were 6 years or older. (Head Start children 6 years of age or older are in communities where the children go directly from Head Start into first grade, predominantly in the southeastern States.)

Data were collected on the dropout rate for handicapped children for the third time on the 1985-1986 PIR. Of the total number of handicapped children served in Head Start during the 1985-1986 operating year, 5,812 or 8.9% dropped out during the operating period. This is a substantially lower proportion than reflected for all children enrolled in Head Start in 1985-1986 where 14.9% of the total actual enrollment dropped out during the operating period. Further, of the total number of children who dropped out, 7.5% were handicapped children; this is also substantially lower than the proportion of handicapped children to the total actual enrollment (12.5%).

In each of the 3 years during which these data have been collected, the percentage of handicapped children dropping out has been less than the percentage of dropouts for the total enrollment. This may indicate that the parents of the children with handicaps realize the importance of early

services for their children and may be making a greater effort not to move the children during the program year. They may also consider the services beneficial to their children to a higher degree than the parents of the nonhandicapped children.

Types of Handicaps

Head Start is mandated to serve children with a broad range of handicaps such as those who are mentally retarded, hard of hearing, deaf, speech impaired, visually handicapped, seriously emotionally disturbed, orthopedically impaired, or other health impaired children, or children with specific learning disabilities who by reason thereof require special education and related services.

The types of handicapping conditions of those children professionally diagnosed as handicapped are presented in Table 6 as a proportion of the total population of handicapped children in Head Start programs in 1986.

Severity of Handicaps

In 1986, 12,050 (18.5%) of the handicapped children enrolled in Head Start programs had multiple handicapping conditions. This is a slight increase over the number and percent of multiple handicapped children reported last year (11,203 or 18.1%).

Compared to other handicapping conditions, mentally retarded children (57.9%) and deaf children (50.9%) show the highest incidence of multiple handicap, and speech impaired children the lowest (10.3%). Table 7 provides specific data by primary handicapping condition on the number of children who have multiple handicapping conditions.

Outreach and Recruitment: Severely Handicapped Children

The data regarding outreach and recruitment were collected specifically on efforts to enroll and serve more severely handicapped children. In previous years, programs reported on special efforts and outreach and recruitment activities utilized to recruit handicapped children in general. Of the Head Start programs, 96.1% reported steps taken to enroll and serve more severely handicapped children. The most frequent steps taken by programs reporting these data were: coordination with other agencies serving severely handicapped children (89.9%), sharing services with other agencies serving severely handicapped children (63%) and specific outreach and recruitment procedures aimed at severely handicapped children (62.3%). Programs also reported that they held orientation sessions for local diagnosticians and provided them with special materials, etc. (38.1%), made change(s) in recruitment and enrollment criteria (23.2%), and took other steps (10.3%).

Special Services. Handicapped children have special needs which require special services. They may also require special equipment, materials, or modification of existing facilities. The special services required may be provided through Head Start, through outside agencies, or through a combination of both. Table 8 reports comparative levels for special

services provided to handicapped children and their parents in 1984, 1985 and 1986, by reporting Head Start programs.

As indicated in Table 9, 41% of the handicapped children served received special education or related services from Head Start only; 4.2% received such services from another agency only; and 54.7% received special services to help overcome the handicap from both Head Start and another agency. In the 1984-85 program year, 67.9% of the children received special education or related services from both Head Start and other agencies. While the percentage of children receiving services from other agencies declined somewhat, it is still significant that more than half of the handicapped children enrolled were receiving services from other agencies as well as from the Head Start programs which enrolled them. This level of coordination represents considerable attention devoted to arranging for cooperative efforts.

Table 6

Types of Handicapping Conditions of Children
Professionally Diagnosed as Handicapped

<u>Handicapping Condition</u>	<u>Number</u>	<u>Percent of Total Number of Children Professionally Diagnosed as Handicapped</u>
Speech Impairment	40,866	62.9
Health Impairment	7,333	11.3
Specific Learning Disability	3,663	5.6
Physical Handicap (Orthopedic)	3,319	5.1
Mental Retardation	3,286	5.1
Serious Emotional Disturbance	3,041	4.7
Hearing Impairment	1,801	2.8
Visual Impairment	1,373	2.1
Deafness	167	0.2
Blindness	145	0.2
TOTAL	64,994	100.0

Table 7

Distribution of Children by Primary or Most Disabling Handicap
Who Have One or More Other Handicapping Conditions

<u>Primary Condition</u>	<u>Total Number of Children</u>	<u>Children with other Handicap- ping Conditions</u>	<u>Percent with Multiple Handicapping Conditions</u>
Blindness	145	38	26.21%
Visual Impairment	1,373	303	22.07%
Deafness	167	85	50.90%
Hearing Impairment	1,801	666	36.94%
Physical Handicap	3,319	1,110	33.42%
Speech Impairment	40,866	4,214	10.31%
Health Impairment	7,333	1,533	20.91%
Mental Retardation	3,286	1,901	57.85%
Emotional Disturbance	3,041	754	24.79%
Learning Disability	3,663	1,446	39.48%
TOTAL	64,994	12,050	18.54%

Table 8

Three Year Comparison of Special Services
Provided to Handicapped Children Enrolled in
Full Year Reporting Head Start Programs

<u>Services Provided</u>	<u>1984</u>	<u>1985</u>	<u>1986</u>
Total number of children who are receiving special education or related services from Head Start staff	55,416	58,250	62,255
Total number of children who are receiving special services from other agencies	38,380	42,016	38,312
Total number of parents receiving special services from Head Start related to their child's handicap	43,756	43,583	36,965

Table 9
Children Receiving Special Education or Related Services
from Head Start Only, Other Agency Only, or Both

<u>Primary Handicapping Condition</u>	<u>Head Start Only</u>	<u>Other Agency Only</u>	<u>Both Head Start and Other Agency</u>
Blindness	15	8	122
Visual Impairment	481	89	803
Deafness	18	6	143
Hearing Impairment	501	73	1,227
Physical Handicap	761	184	2,374
Speech Impairment	19,014	1,473	20,379
Health Impairment	2,227	530	4,576
Mental Retardation	1,060	80	2,146
Emotional Disturbance	1,041	144	1,856
Learning Disability	1,564	152	1,947
 TOTAL	 26,682	 2,739	 35,573

Special Education in Canada, 1988

In Canada, the responsibility for education has been delegated to the 10 provincial and 2 territorial governments. There is no national or federal Office of Education. The Ministers of Education representing each of the provinces and the territories work cooperatively through the Council of Ministers of Education, Canada to coordinate action on matters of common concern.

The provincial officials responsible for policy development in the field of special education have worked with the staff of the Council of Ministers of Education in Canada in the preparation of a review of the provision of special education services in Canada in 1988.

Range of Services and Responsibilities

Most of the provinces and territories assume responsibility for children with special needs from age 5 (3 in Saskatchewan and 6 in Ontario) to age 21 (18 in the Northwest Territories and 19 in British Columbia). Considerable flexibility exists in the onset of services. For example, if kindergarten and junior kindergarten programs are available, a child may be enrolled 1 or 2 years earlier. A hearing impaired child in Ontario may be admitted to a special education program for the hearing impaired at age 2. Alberta provides specific grant assistance on behalf of severely handicapped students from age 2-1/2 and mildly or moderately handicapped students after the age of 3-1/2.

Families with preschool pupils who need early intervention can receive additional assistance through the cooperation of the Ministries of Health and Community and Social Services.

Recent Policy Directions and Related Research

In an effort to maximize educational programs and services offered to children with special needs, most of the provinces and territories have now developed very specific directives, guidelines, and handbooks that provide for the broad spectrum of special education needs. To support this range of services, the various Ministries and Departments of Education across Canada are attempting to provide a continuum of approaches ranging from the placement of pupils with exceptionalities in regular classes with support services to highly specialized educational settings.

Current research activities appear to focus on the application of special education policy in terms of the identification of instructional needs and the provision of appropriate services. Across Canada there is an ongoing effort to clarify and to review categories and definitions of exceptionalities to facilitate the delivery of programs and services to students. Also reflecting general policy directions, the integration of pupils with special needs is under study in a number of provinces.

Human Resources

The range of professionals and paraprofessionals identified across the provinces and territories is very broad. In all cases the staff are expected to have suitable qualifications and experience as identified either by the local school board or by departmental or ministerial guidelines.

In addition to classroom teachers, a brief selection of the most commonly cited personnel employed for assessment, educational, or health purposes includes the following:

Audiologists	Psychiatrists
Child Care Workers	Psychologists
Instructional Assistance/Teacher Aides	Psychomotrists
Itinerant Resource Specialists	Rehabilitation Workers
Interpreters for the Deaf	Social Workers
Native Liaison Workers	Special Education Coordinators
Nurses	Speech/Language Teachers
Paramedics	Speech Pathologists
Physiotherapists	Teacher Diagnosticians

Unfortunately financial restraints have resulted in the cutback of specialized services such as those provided by psychologists and speech therapists so that in some provinces limited service is available. It should also be noted that the recruitment of specialized personnel poses a real problem.

Funding

Across the country, approaches to funding for special education purposes reflect the necessity for flexibility in the provision of programs and services for differing special needs, as well as respect for the autonomy of school boards in responding to such needs.

Most of the provinces use a block-funding arrangement for special education with a specific rate paid per resident student or per teacher with a specified student-teacher ratio. Additional or incremental funding and grants are made available by various provinces through special funding for a variety of purposes. Examples include transportation, special supplies, administrative costs, and government-approved care and treatment facilities. Certain programs may also be cost-shared by a provincial government and local school board in lieu of providing such a service in a provincial school, such as a school for the deaf or blind.

The Future of Research in Special Education

James E. Ysseldyke
University of Minnesota

Educators regularly write about or give speeches on the future of research. A perennial question--raised at conferences and in our journals--has been whether educational research has had, or can have, any useful impact on educational institutions, or for that matter on the many sectors of society other than schools and classrooms that influence people's learning (Carroll, 1984). In preparing this paper I skimmed no fewer than 80 papers on the future of research in education. Few papers, though, deal with the future of research in special education. One such paper, presented by Michael Scriven at a Wingspread Conference (1983), vividly describes one outlook on research in special education:

The pessimist says that a 12-ounce glass containing six ounces of drink is half empty; the optimist calls it half full. I cannot say what I think the pessimist could say about research and practice in special education at this point, but I think the optimist could say that we have a wonderful opportunity to start all over! (p. 84)

I have not decided whether I am in complete agreement with Scriven. Certainly, it is tempting to be so. "Good research" has three components: (a) it is adequately conceptualized, (b) it follows scientifically acceptable research practices, and (c) the research findings have applicability to practical problems or result in the advancement of theory. When these three criteria are applied to research in special education, it is frequently argued that it is difficult to find large quantities of "good research." Much of the research in special education has been inadequately conceptualized; it never stood a chance of contributing to theory or practice because the research problems investigated were not carefully thought out. When one does find instances in which research has been conceptualized adequately, the probability is very high that the research was carried out in such a way that aspects of scientifically acceptable research practices were violated.

While it is easy to criticize current research in special education, it is more difficult to explain the reasons why we have poor quality research going on. I believe the cause is two-fold:

1. Special education often has not been viewed as a legitimate discipline for scientific inquiry.
2. There has been less than adequate training of large numbers of professionals who can do research, integrate prior research, and translate research into practice.

Why the heavy interest in research and the future of research? I suppose it is because we believe that solutions to major educational problems, in this case problems in special education, will come through research. Harold Howe (1984), however, contends that if school people want solutions

to problems, research is not the way to go. It takes time, it is inefficient, it costs lots of money, and it seldom leads to authoritative answers on issues. According to Howe, research has value because it leads people to alternative ways of thinking about their situation and gives them critical insights into why things happen as they do. Consider the following:

Research is very good at many things: identifying issues and alternative perceptions of issues; defining the extent of problems; providing new perspectives on how to approach problems; examining the effects of current practices; evaluating the effects of innovations; revealing diversity of opinion about the relative salience of problems, and about future actions.... Many of these suggest new ways to proceed, but research does not unequivocally demonstrate that doing A is the right thing. (Howe, 1984, p. 23)

I am not contending that research does not have or has not had an impact on educational practice. But, it is very difficult to identify the links between research findings and changes/innovations in practice. Research is absorbed into educational practice gradually and the effects of research on educational practice are generally easier to detect retrospectively than they are to predict or plan. This is yet another major reason why it is so difficult to make reasonable statements about the future of research.

Context for Future Research in Special Education

As I thought about research in special education, I did so taking into account a number of contextual factors. This next section reviews those factors that will influence the future of research in special education. Many of these are derived from those cited by Wedell and Roberts (1981) following a survey of educators in England.

School Effectiveness Research

The teacher, the classroom, and the total school organization are being systematically scrutinized for secrets of effectiveness. The relationship between teacher behavior and student performance in particular settings or under particular conditions is among the most heavily researched topics today. In addition, education researchers are beginning to devote more and more effort to studies of social interactions in classrooms and schools. These lines of inquiry are also more prevalent today in special education and will continue over the next few years to be major areas of inquiry.

Publication of Reports Critical of Schools

Whenever society wants to invite major social change, schools are entrusted with developing programs or interventions. Schools are held responsible for doing more today than they ever have been, and I frankly believe they are being expected to do too much. In addition to preparing students for work and developing in each individual his or her potential, schools are expected to eradicate poverty, unemployment, racism, sexism,

AIDS, and the use of drugs. Schools stand absolutely no chance of achieving those ends, and they are then criticized when major progress toward those ends is not evidenced. There is considerable recognition in the reports of the need for research.

Changes in the Concept of Special Education Need

Current thought on why an individual needs special education is moving away from the causes residing within the child to an increasing recognition of the relevance of environmental influences and the interaction of these influences with student conditions.

Changed Views About the Rights of Handicapped Individuals

Over the past 10 years, passage of major legislation has led to significant change in the way we view the rights of handicapped students to be educated, specifically in least restrictive environments.

Changes in Patterns of Employment

The past 10 years have also brought major changes in patterns of employment. These changes in turn change the ways in which handicapped students will spend their postschool years. Major questions are being raised, therefore, about the goals of education for handicapped students and about the exact nature and content of the curriculum.

Changes in Incidences of Handicapping Conditions

The incidence of handicapping conditions might be expected to follow the birth rate, and to a certain extent this is true. Yet, the effects of advances in preventive medicine are apparent in the decline in numbers of severely handicapped students. Advances in microelectronics help limit the numbers of sensorily impaired students who experience educational handicaps. Yet, social and political factors also come into play as evidenced in the very significant increase (129% in the last 5 years) in the numbers of students called learning disabled.

Changes in the Ways in Which Research is Evaluated

It may be a bit tougher to get research published these days, though as Editor of a major journal I have ceased to be amazed at aspects of the review process. Despite the impossibility of predicting how papers will get reviewed, one important shift is clear, at least as far as papers for Exceptional Children are concerned. There is a focus on practical implications of research. Research viewed as having few practical implications is not highly evaluated. And researchers are increasingly being asked to provide evidence for demonstrated efficacy. In the past our journals were clogged with descriptions of treatments, model programs, model interventions, and the like, with little evidence that such things made any difference. Increasingly, authors are being asked to provide data demonstrating that the models they suggest actually make a difference.

Significant Rise in Poverty Among Children and Families

The number of children living in low-income households has risen sharply in the last few years, even though the total number of children has declined. This largely reflects an increase in the number of single parent families. At the same time, federal spending on children and families--especially those with low incomes--has declined in real terms.

Education is One of the Least Research-Supported Professions

There just is not and has not been a national commitment to the support of research in education. We do see some recognition of the need for research in recent reports publicizing the need for educational reform. Glaser (1984) indicated that "Our schools will move beyond risk to obsolescence if the education profession fails to receive the research support that should underlie one of the most critical functions of an advancing society." (p. 9)

Developments in Information Processing

Major developments in information processing are having an impact on research in special education. Electronic generation, storage and delivery of information, and the automation of reference services act to make the generation of research and research reports much simpler and less time consuming. And, as researchers themselves develop better information-seeking behaviors, we see improvements in the quality of research.

The Challenge of Diversity

Educators are faced with a significant challenge: to teach successfully all the diverse children who have become the active concern of the educational system. In the past schools operated on a principle of selection rather than one of instruction. We simply excluded hard to teach students from school. Now we must make it possible for everyone to meet standards of educational performance that once were expected of a much smaller segment of the population.

Characteristics of Research in the Immediate Future

As I indicated earlier, any statement about the future of research is a personal perspective. Given that, I have tried to identify what I think will characterize research in the immediate future.

It Will Be Collaborative

Personnel in universities and large-scale independent research organizations are moving toward a commitment to conduct collaborative research--usually on problems school personnel identify. Research informs practice, but at the same time the experiences and problems of practical application inform research and suggest investigations that lead to development of new theory.

It Will Be Interdisciplinary

The major health, educational, and social problems of this country will not be solved by single discipline research. And the solutions to problems will not be unitary in nature.

It Will Be Naturalistic

There clearly is a move to conducting research in naturalistic settings, yet it is very difficult to do so: In schools, teachers are increasingly reluctant participants in research, and there are obvious obstacles to conducting research in natural settings like families.

It Will Be Intervention Focused

Much of past research in special education has been descriptive. We have described students, categories of students, test performance of specific types of students, and interventions for students. The focus of research is clearly shifting away from descriptions of exceptional learners to the development of appropriate instructional interventions for handicapped students.

It Will Be Conducted in Centers and Large Independent Behavioral Research Organizations

It is becoming increasingly difficult for the individual investigator to conduct the kinds of research that are needed in special education. Centers provide a number of advantages in conducting research. They provide an interactive intellectual environment in which investigators can conduct pilot studies and collaborative research. They provide shared resources which individual investigators could not justify singly; they serve as a magnet for other resources throughout a region and for potential subjects. Large centers facilitate establishment of shared data bases and enable investigators to avoid having to collect new data on isolated problems. McKeachie and Brim (1985) identified a number of characteristics of large scale independent research organizations:

1. They will take on research at sites required by the problem, the design, or the subjects rather than accepting only research that can be done at the home setting.
2. They can address real problems in a real time frame rather than the indefinite time frame of the academic researcher.
3. They can devote whole sections of their organization to a study rather than leave it to the lone researcher.

School Personnel Will Find Most Research of Limited Use to Them

I would prefer not to sound so negative, yet I believe that realistically school personnel will find little quick benefit to them in the research conducted in special education. Howe (1984) raised many questions about the extent to which research was a way to address practical problems. He also reported that, when he asked principals and superintendents, their

replies indicated that they found little of value in most research. Howe indicated that

People respect research in inverse proportion to their familiarity with the field in which it is done. So, they tend to be enthusiastic about research on the frontiers of biological science, on the origins of the universe, or even on the activities of prehistoric man. But, with such subjects as the family, the effects of television, consumer behavior, or education--they feel free to ignore it, or to regard its findings as either wrong or not applicable to them. (p. 23)

Training of Special Education Researchers Will Improve and Increase

For years college and university training programs have been training special education personnel. For the most part they have been training practitioners--people who will educate handicapped students, who will administer special education programs, or who will train others to teach and administer programs. Occasionally, more recently, and more often by accident than systematic design, we have trained researchers.

The need clearly exists to systematically train researchers who can focus their energies on the problems in special education. We currently expect those who teach handicapped students to do so from a data base or a knowledge base--to employ empirically demonstrated effective interventions with students. The knowledge base for doing so must come from research, yet that knowledge base is lacking. State and local education agencies are also confronted with major empirical questions as they attempt to develop a defensible system for delivery of services to students who experience academic and behavior problems. The present knowledge base does not answer many of the empirical questions nor is there a trained cadre of researchers to carry out the studies necessary to provide needed data. In an era when the effectiveness of screening, preventive programs, early interventions, diagnostic practices, special education regimens, and general educational innovations is being challenged, the need for professionals who can do quality research and translate research into practice is paramount.

Graduate programs at major universities will engage in more extensive efforts to train researchers who can take leadership roles in doing research, integrating research, translating research into practice, and training others to do and translate research. Research training should, and probably will, address five critical needs.

The Need to Train Professionals Who Can Do Quality Research. It is argued that much of the research in special education has neither achieved high quality nor extensive impact upon educational practice. There is a pressing need to give direction to good practice.

One need not look far to document the existence of low-quality research in special education. Our journals contain numerous examples of "bad research." Anyone who has served on a review panel for the U.S. Office of Special Education knows that there are few proposals in which the research plan is adequately conceptualized, the design meets appropriate scientific

standards, and the proposed activity has practical applications and implications.

The Need to Train Professionals Who Can Integrate Research. Much of the research done in special education has been piecemeal and seldom integrated, yet clearly this is beginning to change. Evidence about special education and human development has multiplied beyond the ability of the unaided human mind to comprehend it. Within the last decade methodologists and scientists have developed methods whereby the findings of research can be synthesized and organized into coherent patterns. Yet few individuals in doctoral training programs receive specific training in research integration methods.

We need to train professionals to integrate prior research in such an effective manner that their reviews produce valid implications for practice.

The Need to Train Professionals Who Can Translate Research Into Practice.

There is little doubt that much of the research in special education has significant implications for practice. Yet, too few individuals have expertise in translating into practice the results of their own or others' research. Nowhere is the gap between research and practice more evident than in the proliferation of interventions for handicapped students in the face of sound empirical evidence for the ineffectiveness of those interventions. I believe it may be safely said that while we do not always know precisely what to do in educating handicapped students, we often know what not to do. We have ample empirical evidence that some approaches do not work. At the same time, those approaches are being implemented in widespread fashion, and often at an increasing rate.

The standard model for translation of knowledge into action progresses through developmental phases from research to development to demonstration to implementation to adoption, with each phase dependent on all previous phases. Yet, for the most part, this sequential process rarely happens in special education, largely because interventions are most often instituted in response to societal needs than in response to scientific findings.

We need to educate researchers who can and will address the translation to practice of the findings of their own and others' research.

The Need to Train Policy Researchers. Much of the research in special education has little to say about public policy related to the education of handicapped students. This is precisely because most of those who conduct research relevant to special education have been trained to conduct discipline research rather than policy research.

Decisions regarding changes in policy, organizations, and programs relative to delivery of appropriate educational services to handicapped students are being required of administrators nationwide. Shrinking public resources increasingly necessitate careful decisions based upon solid evidence regarding effectiveness and costs. The need for policy research is clear in areas such as:

1. Provision of service to children in out-of-school placement.
2. Supervision of special education staff.
3. Interagency agreements for special education instruction.
4. Instructionally related services.
5. Staff development needs in special education.
6. The feasibility and effectiveness of an extended school year for severely handicapped students.
7. Status and improvement of services to severely handicapped students in rural areas.
8. Student/teacher ratios.
9. The efficacy of entrance/exit criteria for emotionally disturbed students.
10. Application of technology to delivery of services in rural areas.
11. The feasibility and efficacy of interagency agreements.

These activities are simply illustrative of the necessary policy research questions and issues currently confronting state education agencies.

A new generation of policy developers and analysts must be trained to address the policy issues of services for handicapped students and to improve the translation of research into effective public policy. Special education has been dependent on policy development processes which did not readily accept or understand the issues in the field or the body of knowledge of special education.

Coleman (1972) distinguished between discipline research, designed to add to the knowledge base, and policy research, designed to lead to action and to predict and study the consequences of that action. I believe special education needs to and can use scientific methods to change itself. To do so, I believe special education researchers must be trained in policy research and in translating their research into action.

The Need to Provide Training That Simulates Future Roles. There is need to approximate more closely future research and development roles in research training programs. Some evidence is currently available regarding major predictors of educational research productivity that may be useful to designing advance training programs.

In a study to ascertain the correlates of scholarly productivity, Blackburn, Behymer, and Hall (1978) found that the persons who were productive over their full careers started publishing early in their careers, received their degrees when young, and assumed the habit of

regular output. The work environment was also a critical factor. The most productive persons worked at universities with reputations and press for scholarship.

The effect of early involvement in research and publication during graduate training on later productivity is cited in a number of studies. Clements (1973) found that early publication activity was strongly related to future productivity, the implication being that faculty who are intrinsically motivated, successful, and genuinely interested in research at an early age continue to publish throughout their careers.

Summary

Research in special education is influenced quite directly by volatile social, political, and economic concerns. Thus, it tends to be reactive rather than proactive. Research stems from major social change, as well as from changes in the laws and guidelines that direct practice.

This paper outlined my views on what research might look like in the immediate future, specifying that such research will likely be collaborative, interdisciplinary, naturalistic, and focused on intervention. While individual investigators will continue in their isolated studies, most applied research will be conducted in centers and large-scale research organizations. Major advances are being made in educating professionals who can conduct research. Even more change is evident in the education of people to integrate and translate research findings.

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**Section II. United States Statistics
on Exceptional Children Served**

Programs for the Gifted and Talented in the United States

The following Tables 10, 11, and 12 provide data on Funding for Fiscal Year 1987, State Support Services for Gifted Programs, and Local Educational Services for the Gifted. The data were reported in The 1987 State of the States Gifted and Talented Education Report, The Council of State Directors of Programs for the Gifted, compiled by Woody Houseman of the Kansas State Department of Education. The 1987 State of the States Survey was mailed in April to all state directors for the gifted and the directors for the gifted in the United States Trust Territories. Responses were received from all 50 states, Puerto Rico, and Guam.

Highlights from the Report

- o Twenty-five states and Guam presently have mandated services for the education of the gifted/talented. 24 states and Puerto Rico do not have a mandate for services; Delaware does not have a mandate but has gifted programs in all districts within the state.
- o Twenty-two states and Puerto Rico do not have a mandate but support discretionary (permissive) programs for the gifted/talented. There is a total of 30 states which either presently have discretionary programs for the gifted/talented or have had discretionary programs in the past.
- o The most common component of a state definition for gifted/talented was the component of general intellectual ability.
- o The number of gifted/talented students receiving services in each of the states varied greatly as would be expected with the various populations of states. The state of North Dakota had 1,365 students receiving services through the gifted/talented program. The state of California had 219,073 students receiving services in a gifted/talented program. Twelve states did not have data available.
- o When requesting information on the number of students identified as gifted/talented from various ethnic groups, the most common response was that the information was not available. This was true of 39 states, plus Puerto Rico and Guam.
- o The types of program delivery models for gifted/talented students are quite similar across the country. All states, plus Guam, use the resource room or pull-out program. 43 states, plus Guam and Puerto Rico, use the self-contained classroom model. 45 states, plus Puerto Rico, have regular classroom program plans. 47 states, plus Guam and Puerto Rico, provide independent study. 47 states, plus Guam, have mentorship programs. 42 states, plus Guam, have part-time grouping. 41 states, plus Guam and Puerto Rico, use cluster grouping.
- o Eighteen states and Guam reported that there were no state department of education funds used for state department directed/sponsored activities to gifted/talented students. Other states provided between \$10,000 and \$1,150,000 for state department directed/sponsored activities.
- o Between \$1,000 and \$248,000 were provided through state department funds for gifted/talented activities as pilot programs, conferences, publications, inservice, monitoring, materials, summer opportunities guide, innovative projects, teacher training, etc.
- o The specialist(s) for gifted and talented may be located within many sections of state departments of education. The most common section for the gifted program to be housed under was in the Special Education Section.

Table 10
Funding for Fiscal Year 1987

	Alabama	Alaska	Arizona	Arkansas
1. State funds distributed to LEAs for G/T programs	Determined Locally	Not available		\$5,907,547
2. First year of state funding for G/T	1971	1972	1977	1984
3. SDE funds used for state department directed/sponsored activities to G/T students	\$487,000 advanced placement	-0-	-0-	\$1,071,000 (gov. school & other summer programs)
4. SDE funds provided for activities such as conferences/publications	\$180,000 pilot programs \$898,000 school of fine arts	-0-	-0-	\$5,000 All capital AGAT funds
5. Amount of federal funds used by LEA G/T program from state flow-through grants	\$161,490 Ch. II Block grants	Cannot be determined	\$271,103 Ch. II Block grants	\$10,179 Ch. II Block grants
6. Federal (SDE Administrative Discretionary) funds used toward funding G/T	Not available			None
7.a. Number of LEAs receiving state funds for G/T programs	174	51	224	335
b. Number of LEAs within state	129	55	224	333
8. Method for distribution of state funds				
a. funds provided through	State teacher units addl. allocation	2 (through Spec. Ed.)	4 (umbrella programs)	1
(1) general state education aid				
(2) categorical aid				
(3) special funding category for G/T				
(4) Other				
b. Procedure	Determined Locally after legislature allocates spec. ed. units	2	1	1
(1) per pupil weight				
(2) formula				
(3) competitive grants				
(4) Other				
c. Funds distributed		2	4	1
(1) Similarly to Special Education				
(2) Identically to Special Education				
(3) Based on FTE teaching units				
(4) Based on number of students served				
(5) ____% of the total program cost				
(6) Other				
9. Additional state funds available for				
a. Transportation	N	Y	N	Y
b. Teacher training	Y		N	
c. Private school tuition	N		N	
d. Evaluation of programs/pupil	N		N	Y
e. Pupil assessment	N		N	
f. Other	Y (adv. placement)		N	
10. Local money reportedly spent on G/T programs	\$442,500	Cannot be estimated	Cannot be estimated	Cannot be estimated

Table 10 (continued)

	California	Colorado	Connecticut	Delaware
1. State funds distributed to LEAs for G/T programs	\$21,300,000	\$200,000	\$4,500,000	\$1,700,000
2. First year of state funding for G/T	1962	1979	1967	1979
3. SDE funds used for state department directed/sponsored activities to G/T students	-0-	-0-		\$10,000(Olympics of Mind) & \$108,000 (Gov. school)
4. SDE funds provided for activities such as conferences/publications	\$15,000	0	\$13,000 (conferences & pubs)	-0-
5. Amount of federal funds used by LEA G/T program from state flow-through grants	\$500,000 Ch.II Migrant Ed. Title VII		\$40,000(P.L. 94-142 handicapped G-T)	\$90,000 Ch. II Block grant
6. Federal(SDE Administrative Discretionary) funds used toward funding G/T				None
7.a. Number of LEAs receiving state funds for G/T programs	428	22	159	17
b. Number of LEAs within state	1029	176	169	19
8. Method for distribution of state funds				
a. funds provided through	3	3	4(state sp. ed. aid)	3
(1) general state education aid				
(2) categorical aid				
(3) special funding category for G/T				
(4) Other				
b. Procedure	2	4(invlt. grants)	2(30-70% reimb. accor. to dist. wealth)	2
(1) per pupil weight				
(2) formula				
(3) competitive grants				
(4) Other				
c. Funds distributed	6	6(short term pilots, no ongoing funding)	2	3
(1) Similarly to Special Education				
(2) Identically to Special Education				
(3) Based on FTE teaching units				
(4) Based on number of students served				
(5) _____% of the total program cost				
(6) Other				
9. Additional state funds available for				
a. Transportation		N	Y	N
b. Teacher training		N	Y	N
c. Private school tuition		N	N	N
d. Evaluation of programs/pupils		N	Y	N
e. Pupil assessment		N	Y	N
f. Other		N		N
10. Local money reportedly spent on G/T programs	\$6,000,000	cannot be estimated	\$4,500,000	cannot be estimated

Table 10 (continued)

	Florida	Georgia	Hawaii	Idaho
1. State funds distributed to LEAs for G/T programs	\$68,000,000	\$23,339,814	\$1,459,300	\$2,000,000
2. First year of state funding for G/T	1977	1968	1977	1974
3. SDE funds used for state department directed/sponsored activities to G/T students	-0-	-0-	\$230,000 (summer res. programs)	-0-
4. SDE funds provided for activities such as conferences/publications	As needed	-0-	\$6,740(inser. monitoring, T.A. & materials)	\$1,000 (inservice speakers)
5. Amount of federal funds used by LEA G/T program from state flow-through grants	cannot be determined	\$26,224 Ch. II	\$59,272 Ch. II Block grants	Unknown
6. Federal(SDE Administrative Discretionary) funds used toward funding G/T		None		None
7.a. Number of LEAs receiving state funds for G/T programs	67	186	7	58
b. Number of LEAs within state	67	186	7	110
8. Method for distribution of state funds				
a. funds provided through	3	3	3	3
(1) general state education aid				
(2) categorical aid				
(3) special funding category for G/T				
(4) Other				
b. Procedure	1	1	2	1.4(80% reimb. of personnel)
(1) per pupil weight				
(2) formula				
(3) competitive grants				
(4) Other				
c. Funds distributed	2,4	1(All Ed. uses same formula)	6(based on total enrollment)	2
(1) Similarly to Special Education				
(2) Identically to Special Education				
(3) Based on FTE teaching units				
(4) Based on number of students served				
(5) ____% of the total program cost				
(6) Other				
9. Additional state funds available for				
a. Transportation	Y	N	N	Y
b. Teacher training	Y	N	Y	Y
c. Private school tuition	N	N	N	
d. Evaluation of programs/pupils	Y	N	Y	Y
e. Pupil assessment	Y	N	Y	Y
f. Other				
10. Local money reportedly spent on G/T programs	cannot be estimated	cannot be estimated	cannot be estimated	cannot be estimated

Table 10 (continued)

	Illinois	Indiana	Iowa	Kansas
1. State funds distributed to LEAs for G/T programs	\$9,039,100	\$3,485,000	-0- (funded locally) \$7,744,000	\$4,716,124
2. First year of state funding for G/T	1963	1980	N/A (funded locally)	1953
3. SDE funds used for state department directed/sponsored activities to G/T students	Not available	\$15,400 (M/W Tal. Sr.) \$35,000 (Future Prob. Solving)	-0-	-0-
4. SDE funds provided for activities such as conferences/publications	-0-	\$78,000 (Wksh. & Sum. Op. Gd.) \$42,000 (ldrshp. access. program)	-0-	-0-
5. Amount of federal funds used by LEA G/T program from state flow-through grants	\$183,108 Ch. II Block grants	\$569,147 Ch. II Block grant	\$19,000 Ch. II	\$5,475 Ch. II Block Grant & Equal Ed. Opportunity \$5,400
6. Federal (SDE Administrative Discretionary) funds used toward funding G/T		None	None	None
7.a. Number of LEAs receiving state funds for G/T programs	846	227	216	96
b. Number of LEAs within state	992	305	436	96
8. Method for distribution of state funds				
a. funds provided through				
(1) general state education aid	3	2.3	(State appr. of gifted prog. allows for add'l local tax (no distrb. of state funds))	2 (Sp. Ed)
(2) categorical aid				
(3) special funding category for G/T				
(4) Other				
b. Procedure				
(1) per pupil weight	2	3.4 (planning grants avail. to any LEA)		4 (equal prop. for all Spec. Ed teachers)
(2) formula				
(3) competitive grants				
(4) Other				
c. Funds distributed				
(1) Similarly to Special Education	6 (5% of average daily attendance)	4.6 (based on program level & commitment)		2
(2) Identically to Special Education				
(3) Based on FTE teaching units				
(4) Based on number of students served				
(5) ___% of the total program cost				
(6) Other				
9. Additional state funds available for				
a. Transportation		N		
b. Teacher training		N		Y
c. Private school tuition		N		Y
d. Evaluation of programs/pupils	Y	N		N
e. Pupil assessment		N		N
f. Other		N		N
10. Local money reportedly spent on G/T programs	\$15,327,062 (as rep. by 57% of districts)	\$7,000,000	over \$7,743,000	\$12,500,000

Table 10 (continued)

	Kentucky	Louisiana	Maine	Maryland
1. State funds distributed to LEAs for G/T programs	\$6,100,100	100% of state appropriations	\$1,271,612	-0-
2. First year of state funding for G/T	1982	1977	1982	N/A
3. SDE funds used for state department directed/sponsored activities to G/T students	\$100,000 (Human. Inst. & Scholar's Program)	None	\$25,000(Summer Residential Programs)	\$610,000
4. SDE funds provided for activities such as conferences/publications	\$20,000(Coord. Conf. & Assoc. for G/T & Pubs)	\$5,000 (Conference-)	\$248,000(train., Pubs., info. dis., confs., insts. comp. grants, travel, etc.)	\$60,000(innov. projs., confs., pubs, & mtgs.
5. Amount of federal funds used by LEA G/T program from state flow-through grants	Not available	None	\$43,000 Ch. II Endorsement for Arts	\$595,991 Ch. II Block grant
6. Federal(SDE Administrative Discretionary) funds used toward funding G/T	Not available	None	\$25,000 Ch. II End. for Arts	None
7.a. Number of LEAs receiving state funds for G/T programs	178	64	90	None
b. Number of LEAs within state	178	66	181	24
8. Method for distribution of state funds				N/A
a. funds provided through	3	3	1,2,3	
(1) general state education aid				
(2) categorical aid				
(3) special funding category for G/T				
(4) Other				
b. Procedure	2	1	2,3	N/A
(1) per pupil weight				
(2) formula				
(3) competitive grants				
(4) Other				
c. Funds distributed	4		2,5(averages 60% of costs)	N/A
(1) Similarly to Special Education				
(2) Identically to Special Education				
(3) Based on FTE teaching units				
(4) Based on number of students served				
(5) ____% of the total program cost				
(6) Other				
9. Additional state funds available for				N/A
a. Transportation	N	N	Y	
b. Teacher training	N	N	Y	
c. Private school tuition	N	N	N	
d. Evaluation of programs/pupils	N	Y	Y	
e. Pupil assessment	N	Y	Y	
f. Other		Y(sal. gft. teach.)		
10. Local money reportedly spent on G/T programs	\$2,800,000	cannot be estimated	cannot be estimated	\$13,830,000

Table 10 (continued)

	Massachusetts	Michigan	Minnesota	Mississippi
1. State funds distributed to LEAs for G/T programs	\$900,000	\$5,981,000	\$1,370,780	\$8,792,672
2. First year of state funding for G/T	1986	1984	1979	1975
3. SDE funds used for state department directed/sponsored activities to G/T students	\$10,000 (leadership training)	\$250,000 (summer institute)	-0-	-0-
4. SDE funds provided for activities such as conferences/publications	\$100,000 (pubs, seminars, workshops)	-0-	\$3,750 (travel & teacher training, pubs, conferences)	-0-
5. Amount of federal funds used by LEA G/T program from state flow-through grants	\$50,000 block grants	\$470,523 Ch. II Block grants \$10,000 Voc.Ed.98-524	\$15,800 (T.II Ec.Ser. Demo./Exemp.projs.in math, science & F/L	\$46,302 (Ch. II part c)
6. Federal(SDE Administrative Discretionary) funds used toward funding G/T		No spec. amt. but reqs. acctd. & revd.	None	None
7.a. Number of LEAs receiving state funds for G/T programs	100	539	422	128
b. Number of LEAs within state	385	567	434	154
8. Method for distribution of state funds				
a. funds provided through	1,3	2	2	1
(1) general state education aid				
(2) categorical aid				
(3) special funding category for G/T				
(4) Other				
b. Procedure	2,3	2	2	4(teacher units based on eligible students being served)
(1) per pupil weight				
(2) formula				
(3) competitive grants				
(4) Other				
c. Funds distributed	4	6(formula based on gen. ed. membership)	4(up to 5% of avg. daily membership)	4
(1) Similarly to Special Education				
(2) Identically to Special Education				
(3) Based on FTE teaching units				
(4) Based on number of students served				
(5) ____% of the total program cost				
(6) Other				
9. Additional state funds available for				
a. Transportation		Y	Y	N
b. Teacher training		Y	Y	N
c. Private school tuition	Y	N	N	N
d. Evaluation of programs/pupils		Y	N	N
e. Pupil assessment		Y(teacher salaries)	N(college tuition, Y H/S students)	N
f. Other				N
10. Local money reportedly spent on G/T programs	cannot be estimated	cannot be estimated	\$3,000,000	cannot be estimated

Table 10 (continued)

	Missouri	Montana	Nebraska	Nevada
1. State funds distributed to LEAs for G/T programs	\$5,000,000	\$95,000	\$450,000	\$1,623,150
2. First year of state funding for G/T	1974		1967	1973
3. SDE funds used for state department directed/sponsored activities to G/T students	\$345,000 (Scholar's Academy)		-0-	\$12,000 (Summer residential programs)
4. SDE funds provided for activities such as conferences/publications	\$15,000 (St. confs. (new teach. w/s, FPSP, pubs)	\$1,000 (publications)		-0-
5. Amount of federal funds used by LEA G/T program from state flow-through grants	\$100,000 Ch. II	\$8,000 (math/science) \$68,043 (Ch. II)		-0-
6. Federal (SDE Administrative Discretionary) funds used toward funding G/T	\$43,000 (Teacher Acdmy.)	None		None
7.a. Number of LEAs receiving state funds for G/T programs	200	48	40	9
b. Number of LEAs within state	545	550	960	17
8. Method for distribution of state funds				
a. Funds provided through	1	3	4 (equal gen. state aid & percent over & above)	1
(1) general state education aid				
(2) categorical aid				
(3) special funding category for G/T				
(4) Other				
b. Procedure	4 (non-comp. grant 50% of sal. & instr. materials)	3	1,2	4 (unit funding)
(1) per pupil weight				
(2) formula				
(3) competitive grants				
(4) Other				
c. Funds distributed	5 (50%)	6 (competitive grant)	4 (10% of total school population)	2
(1) Similarly to Special Education				
(2) Identically to Special Education				
(3) Based on FTE teaching units				
(4) Based on number of students served				
(5) _____% of the total program cost				
(6) Other				
9. Additional state funds available for				
a. Transportation	Y		N	N
b. Teacher training	N		N	N
c. Private school tuition	N		N	N
d. Evaluation program for pupils	Y		N	N
e. Pupil assessment	Y		N	Y
f. Other				
10. Local money reportedly spent on G/T programs	\$5,000,000	cannot be estimated	cannot be estimated	cannot be estimated

Table 10 (continued)

	New Hampshire	New Jersey	New Mexico	New York
1. State funds distributed to LEAs for G/T programs	\$600,000	\$200,000		\$13,300,000
2. First year of state funding for G/T			1972	1981
3. SDE funds used for state department directed/sponsored activities to G/T students			-0-	\$267,000(6 sum.res. prog. in visual & performing arts)
4. SDE funds provided for activities such as conferences/publications	\$135,000(tch.trn.) \$9,500(g/l at SDE) \$2,000(st. survey) \$4,000(rev.st.g/l) Ch. II	\$10,000 (state forum & regional workshops)	-0-	\$10,000 (travel, pubs, consultants and advisory council)
5. Amount of federal funds used by LEA G/T program from state flow-through grants			-0-	not available
6. Federal(SDE Administrative Discretionary) funds used toward funding G/T	None		-0-	None
7.a. Number of LEAs receiving state funds for G/T programs				
b. Number of LEAs within state		15		437
8. Method for distribution of state funds			88	740
a. funds provided through				
(1) general state education aid	4(gov.'s initiatives for excell. in education)			
(2) categorical aid		4(competitive grants)	1	1
(3) special funding category for G/T				
(4) Other				
b. Procedure	3	3	2	2
(1) per pupil weight				
(2) formula				
(3) competitive grants				
(4) Other				
c. Funds distributed				
(1) Similarly to Special Education	6(criteria varies in grant categories)	6(no grant to exceed \$20,000)	6	6(\$1 st x 3% average daily attendance)
(2) Identically to Special Education				
(3) Based on FTE teaching units				
(4) Based on number of students served				
(5) ____% of the total program cost				
(6) Other				
9. Additional state funds available for				
a. Transportation		N	N	Y
b. Teacher training	Y	N	N	Y
c. Private school tuition		N	N	N
d. Evaluation programs/pupils		N	N	N
e. Pupil assessment		N	N	N
f. Other		N	N	Y
10. Local money reportedly spent on G/T programs	cannot be estimated	cannot be estimated	cannot be estimated	\$50,000,000

Table 10 (continued)

	North Carolina	North Dakota	Ohio	Oklahoma
1. State funds distributed to LEAs for G/T programs	\$17,000,000	\$168,243	\$11,900,000	Based on Child Count
2. First year of state funding for G/T	1959	1951	1975	1981
3. SDE funds used for state department directed/sponsored activities to G/T students	\$785,000 (governor's schools)		\$500,000(Gov.'s sch.) \$40,000(Essex School for the Gifted)	-0-
4. SDE funds provided for activities such as conferences/publications	\$10,000 (summer institutes & pubs)		Not available	State mtg. curr. guide inservice and workshops
5. Amount of federal funds used by LEA G/T program from state flow-through grants	not available	\$34,481	\$500,000	\$135,718
6. Federal(SDE Administrative Discretionary) funds used toward funding G/T	Not available		None	None
7.a. Number of LEAs receiving state funds for G/T programs	140	15	350	613
b. Number of LEA within state	140	33	615	613
8. Method for distribution of state funds				
a. funds provided through	4, non-cat. state aid for excep. children)	2	3	3
(1) general state education aid				
(2) categorical aid				
(3) special funding category for G/T				
(4) Other				
b. Procedure	1,2	4 per qualified teacher	2	1,2
(1) per pupil weight				
(2) formula				
(3) competitive grants				
(4) Other				
c. Funds distributed	1	2,3	2	4
(1) Similarly to Special Education				
(2) Identically to Special Education				
(3) Based on FTE teaching units				
(4) Based on number of students served				
(5) % of the total program cost				
(6) Other				
9. Additional state funds available for				
a. Transportation	Y	N	N	N
b. Teacher training	Y	N	Y	N
c. Private school tuition	N	N	N	N
d. Evaluation programs/pupils	Y	N	Y	N
e. Pupil assessment	Y	N	Y	N
f. Other				
10. Local money reportedly spent on G/T programs	\$2,000,000	cannot be estimated	cannot be estimated	cannot be estimated

Table 10 (continued)

	Oregon	Pennsylvania	Rhode Island	South Carolina
1. State funds distributed to LEAs for G/T programs	\$336,375	\$23,000,000	\$502,500	\$15,000,000
2. First year of state funding for G/T	1979	1963	1982	1980
3. SDE funds used for state department directed/sponsored activities to G/T students	(Future Problem Solving Bowl & col. summer prog.)	(Part of Governor's School)		-0-
4. SDE funds provided for activities such as conferences/publications	Dir., confs./inser. spkr., newsltr & ed. act.	as needed for publications		Conference, printing, consultant travel
5. Amount of federal funds used by LEA G/T program from state flow-through grants	\$114,268 Ch. II	\$130,000 yearly P.L. 98-377 Title II	\$160,000 Ch. II	\$46,142 Ch. II 85-86
6. Federal(SDE Administrative Discretionary) funds used toward funding G/T	None	\$5,000	None	
7.a. Number of LEAs receiving state funds for G/T programs	21	29 ID's +350 SD	40	91
b. Number of LEAs within state	305	29 ID's +501 SD	40	91
8. Method for distribution of state funds				
a. funds provided through	2	2	3	3
(1) general state education aid				
(2) categorical aid				
(3) special funding category for G/T				
(4) Others				
b. Procedure	3	4(100% excess cost)	4(allocations)	1
(1) per pupil weight				
(2) formula				
(3) competitive grants				
(4) Other				
c. Funds distributed	5(50% or less)	1	6(10% of previous year enrollment)	4
(1) Similarly to Special Education				
(2) Identically to Special Education				
(3) Based on FTE teaching units				
(4) Based on number of students served				
(5) ___% of the total program cost				
(6) Other				
9. Additional state funds available for				
a. Transportation	Y	Y	N	Y
b. Teacher training	N	N	Y	Y
c. Private school tuition	N	N	N	
d. Evaluation programs/pupils	N	Y	N	
e. Pupil assessment		Y	N	
f. Other				
10. Local money reported / spent on G/T programs	\$4,630,190	cannot be estimated	\$1,500,000(30 out of 25 LEAs reporting)	

Table 10 (continued)

	South Dakota	Tennessee	Texas	Utah
1. State funds distributed to LEAs for G/T programs	\$2,034,621	\$5,800,000	\$6,598,000	\$875,000
2. First year of state funding for G/T	1976	1972	1985	1980
3. SDE funds used for state department directed/sponsored activities to G/T students	\$50,000 (discretionary projects)	\$1,150,000 (Summer Residential Programs)	\$412,000(FPS, Olympics of the Minds, Gov.'s School)	None (College & Univ. co-sponsor programs)
4. SDE funds provided for activities such as conferences/publications		\$150,000(teacher tr., curr. develop., pubs, task forces)	\$60,000 (Basic training, conferences & pubs)	\$5,000
5. Amount of federal funds used by LEA G/T program from state flow-through grants		Ch. II \$244,002	\$1,600,000 Ch. II	Used by 9 districts
6. Federal(SDE Administrative Discretionary) funds used toward funding G/T		\$7,000		None
7.a. Number of LEAs receiving state funds for G/T programs	194	123	447	40
b. Number of LEAs within state	194	141	1074	40
8. Method for distribution of state funds				
a. funds provided through	2(Sp. Ed.)	4	3	3(1 to begin 8 88)
(1) general state education aid				
(2) categorical aid				
(3) special funding category for G/T				
(4) Others				
b. Procedure	4(50% for allowable costs)	2	1	1
(1) per pupil weight				
(2) formula				
(3) competitive grants				
(4) Other				
c. Funds distributed	2,5(50%)	2	4(5% limit of daily attendance)	6(based on student enrollment)
(1) Similarly to Special Education				
(2) Identically to Special Education				
(3) Based on FTE teaching units				
(4) Based on number of students served				
(5) _____% of the total program cost				
(6) Other				
9. Additional state funds available for				
a. Transportation	N		Foundation funds may	N
b. Teacher training	Y		be used for anything	N
c. Private school tuition	N		except construction	N
d. Evaluation programs/pupils	Y		or private school	N
e. Pupil assessment	"		tuition	N
f. Other				N
10. Local money reportedly spent on G/T programs	cannot be estimated	cannot be estimated	cannot be estimated	cannot be estimated

Table 10 (continued)

	Vermont	Virginia	Washington	West Virginia
1. State funds distributed to LEAs for G/T programs	-0-	\$11,488,193	\$2,520,000	
2. First year of state funding for G/T		1974	1984	
3. SDE funds used for state department directed/sponsored activities to G/T students	\$30,000 (governor's institutes)	\$2,090,300 (Gov.'s school programs)	\$20,000 (State honors awards program)	
4. SDE funds provided for activities such as conferences/publications	Less than \$1,000	\$1,000 (Conf. for program admins. & project TA for gifted)	\$5,400 (newsletter, dir., end-of-year report, curr. models, survey sum. report conference speakers)	
5. Amount of federal funds used by LEA G/T program from state flow-through grants	\$120,000 Ch. II	Unknown	\$190,843 Ch. II	
6. Federal (SDE Administrative Discretionary) funds used toward funding G/T		\$100,000 (Ch. II Bl. grants-comp.)	\$11,000 (Title II Science funds)	
7.a. Number of LEAs receiving state funds for G/T programs	0	140	265	55
b. Number of LEAs within state	249	140	298	55
8. Method for distribution of state funds				
a. funds provided through	No funds provided	3.4 (LEA's share of gifted)	3	2
(1) general state education aid				
(2) categorical				
(3) special funding category for G/T				
(4) Others				
b. Procedure		2	2	1
(1) per pupil weight				
(2) formula				
(3) competitive grants				
(4) Other				
c. Funds distributed		3	6 (1% of total population x \$336)	2,3
(1) Similarly to Special Education				
(2) Identically to Special Education				
(3) Based on FTE teaching units				
(4) Based on number of students served				
(5) ___% of the total program cost				
(6) Other				
9. Additional state funds available for				
a. Transportation	No funds provided	Y	Y (aux. services to private school students,	
b. Teacher training		Y	Y	
c. Private school tuition		N	N	
d. Evaluation programs/pupils		Y	Y	
e. Pupil assessment		Y	Y	
f. Other			Y	
10. Local money reportedly spent on G/T programs	cannot be estimated	\$20,000,000	\$6,200,000	cannot be estimated

Table 10 (continued)

	Wisconsin	Wyoming	Puerto Rico	Guam
1. State funds distributed to LEAs for G/T programs	State-Aid is not categorical	\$405,279	\$542,445	\$413,456
2. First year of state funding for G/T	1985	1981	1974	1979
3. SDE funds used for state department directed/sponsored activities to G/T students	\$25,000	None		None
4. SDE funds provided for activities such as conferences/publications	\$3,747			None
5. Amount of federal funds used by LEA G/T program from state flow-through grants	Unknown		\$2,789 Ch. II	Ch. II \$123,814
6. Federal(SDE Administrative Discretionary) funds used toward funding G/T	Ch. II \$25,000	\$10,000-\$15,000	None	\$123,814
7.a. Number of LEAs receiving state funds for G/T programs	432	30		Statewide
b. Number of LEAs within state	432	49		
8. Method for distribution of state funds				
a. funds provided through	1	3	3	3
(1) general state education aid				
(2) categorical aid				
(3) special funding category for G/T				
(4) Others				
b. Procedure	1,2		3	4
(1) per pupil weight				
(2) formula				
(3) competitive grants				
(4) Other				
c. Funds distributed	4,5(42.7%)	4	5	3
(1) Similarly to Special Education				
(2) Identically to Special Education				
(3) Based on FTE teaching units				
(4) Based on number of students served				
(5) ____% of the total program cost				
(6) Other				
9. Additional state funds available for				
a. Transportation	Y	Y	Y	N
b. Teacher training	Y	N	Y	Y
c. Private school tuition	N	N	N	N
d. Evaluation programs/pupils	Y	N	Y	N
e. Pupil assessment	Y	Y	Y	N
f. Other				N
10. Local money reportedly spent on G/T programs	cannot be estimated	\$405,279	State funds	State & local are combined

Key

Y - Yes

N - No

Table 11
State Support Services for Gifted Programs

	Alabama	Alaska	Arizona	Arkansas
1. State has recognized G/T education through (a) legislation; (b) public endorsement or proclamation by governor; (c) public endorsement by chief state school officer; (d) funding; (e) assignment of staff in G/T leadership positions; (f) policy or position statement by State BOE supporting G/T; (g) other.	a,d,e,(1.0)f (enrollment in post secondary institutions)	a,d,e(.15 FTE) (criteria for excellence for G/T programs)	a,b,e(1.0)	a,b,c,d,e,(3 FTE)f
2. SDE specialist facilitates advocacy through (a) communication with state legislators; (b) contacts with U.S. congressmen and senators; (c) contacts with businessmen; (d) coordinated efforts with professional education association; (e) involving personnel and/or subject matter/curriculum from other categorical programs; (f) involving institutions of higher education; (g) involving regional and statewide G/T groups and associations; (h) involvement of parents.	d,e,f,g,h	a-h	d,f,g,h	d-h
3. State guidelines, approval criteria available.	Y	Y	Y	Y
4. Written materials available (a) flyers; (b) guidelines; (c) directory of gifted talented programs; (d) descriptions of local gifted talented programs; (e) others.	b,e (resource material)	c,e (regulations)	b,c	b
5. SDE evaluate each G/T program: how often?	N	N	N	N
6. SDE monitor local G/T programs criteria for state approval (a) identification; (b) program standards; (c) program facilities; (d) expenditure of funds; (e) other.	a,b,c,d,e (monitoring every 3 yrs. specified compliance)	e (regulations)	None	b(includes identification),d
7. SD: completed formal statewide evaluation.	N	N	N	N
8. Local programs required to evaluate own programs: how often?	N	N	N	Y(Annually)
9. (a) SDE certification requirements; (b) if no, what required; (c) certification requirements based on (1) number of graduate hours; (2) competencies; (3) inservice hours; (4) attendance at conferences; (5) other.	Y 1,2,5 (competency tests)	Y 5(completion of approved univ. program)	Y 1,2,3,4.5 (experience & practicum)	N(pending approval 18 graduate hours)
10. (a) State advisory committee or study commission by G/T; (b) if yes, size and purpose.	N	N	Y 25 make recommendations	Y 9 cons. probs., determ. need, select outstdg. programs & make annual reprt.
11. Where specialist(s) for G/T located.	Student instruc. services program for exceptional children & youth	Office for Special Services	School Improvement Unit	Sp Education
12. State first developed position for G/T coordinator.	1976	1978	1986	1980
13. SDE sponsored inservice training for (a) teachers of the gifted; (b) regular education teachers; (c) administrators; (d) support staff; (e) others.	a,b,c,d	a,b,c	a,b,c,e parents	a,b,c,d

Table 11 (continued)

	California	Colorado	Connecticut	Delaware
1. State has recognized G/T education through (a) legislation; (b) public endorsement or proclamation by governor; (c) public endorsement by chief state school officer; (d) funding; (e) assignment of staff in G/T leadership positions; (f) policy or position statement by State BOE supporting G/T; (g) other.	a,c,d,e(3FTE),f	a,c,d,e(1.5 FTE),f	a,d e(2.0 FTE),f	a,e(1.0 FTE)
2. SDE specialist facilitates advocacy through (a) communication with state legislators; (b) contacts with U.S. congressmen and senators; (c) contacts with businessmen; (d) coordinated efforts with professional education association; (e) involving personnel and/or subject matter/curriculum from other categorical programs; (f) involving institutions of higher education; (g) involving regional and statewide G/T groups and associations; (h) involvement of parents.	a-h	c-h	z-h	a-h
3. State guidelines/approval criteria available.	Y	Y	Y	Y
4. Written materials available (a) flyers; (b) guidelines; (c) directory of gifted talented programs; (d) descriptions of local gifted talented programs; (e) others.	a-e (Books)	b,c	b,c,d,e (descriptive booklets on specific topics)	b,c,d
5. SDE evaluate each G/T program: how often?	Y(every 3 yrs.)	N	N	Y(every 5 yrs.)
6. SDE monitor local G/T programs criteria for state approval (a) identification; (b) program standards; (c) program facilities; (d) expenditure of funds; (e) other.	a,b,c,d,e (teacher competencies & needs based staff develop)	e(state accreditation standards)	a,b,c,d	b
7. SDE completed formal statewide evaluation.	Y	N	N	N
8. Local programs required to evaluate own programs: how often?	Y Annually	Y(every 5 yrs.)	Y(annually)	N
9. (a) SDE certification requirements; (b) if no, what required; (c) certification requirements based on (1) number of graduate hours; (2) competencies; (3) inservice hours; (4) attendance at conferences; (5) other.	N (staff development)	N(chrg to be effective 1990)	N (future regulations will require number of graduate hrs.)	Y 1.5(2 years teaching exp.)
10. (a) State advisory committee or study commission by G/T; (b) if yes, size and purpose.	N	Y 16	Y 30 provide information on critical issues	Y 34 share information and advice
11. Where specialist(s) for G/T located.	Instruc. Support Serv. Division, Gifted & Talented Ed Unit	Curriculum & Instruction Unit	Bureau of Sp Ed	Sp Education
12. State first developed position for G/T coordinator.	1962	1966	1966	1986
13. SDE sponsored inservice training for (a) teachers of the gifted; (b) regular education teachers; (c) administrators; (d) support staff; (e) others.	a,b,c	a,b,c	a,b,c,d,e (parents)	a,b,c

Table 11 (continued)

	Florida	Georgia	Hawaii	Idaho
1. State has recognized G/T education through (a) legislation; (b) public endorsement or proclamation by governor; (c) public endorsement by chief state school officer; (d) funding; (e) assignment of staff in G/T leadership positions; (f) policy or position statement by State BOE supporting G/T; (g) other.	a,d,e(1.0 FTE),f	a,b,c,d,e(3.0 FTE),f	a,c,d,e(2.0 FTE),f	a,d
2. SDE specialist facilitates advocacy through (a) communication with state legislators; (b) contacts with U.S. congressmen and senators; (c) contacts with businessmen; (d) coordinated efforts with professional education association; (e) involving personnel and/or subject matter/curriculum from other categorical programs; (f) involving institutions of higher education; (g) involving regional and statewide C/T groups and associations; (h) involvement of parents.	a-h	a-h	a-h	a,d,f,g,
3. State guidelines/approval criteria available.	Y	Y	Y	N
4. Written materials available (a) flyers; (b) guidelines; (c) directory of gifted talented programs; (d) descriptions of local gifted talented programs; (e) others.	b	a,b	a-d	b,c,d
5. SDE evaluate each G/T program: how often?	Y(every 3 yrs.)	Y(every 3 yrs.)	N	Y(every 3 yrs.)
6. SDE monitor local G/T programs criteria for state approval (a) identification; (b) program standards; (c) program facilities; (d) expenditure of funds; (e) other.	a,b,c,d	a,b,c,d	a,b	a,b
7. SDE completed formal statewide evaluation.	N	Y	Y	Y
8. Local programs required to evaluate own programs: how often?	Y	Y(every 3 yrs.)	Y Annually	N
9. (A) SDE certification requirements; (b) if no, what required; (c) certification requirements based on (1) number of graduate hours; (2) competencies; (3) inservice hours; (4) attendance at conferences; (5) other.	Y 1,3	Y 1	N inservice training thru National, State & local level	N standard teaching certification
10. (A) State advisory committee or study commission by G/T; (b) if yes, size and purpose.	Y 1,4	N	Y 35 members advisory to DOE Gen Ed Branch, Soc. Studies/Arts, Sec.	N
11. Where specialist(s) for G/T located.	Special Education	Special Education		Sp Education
12. State first developed position for G/T coordinator.	1973	1958	1975	1974-81(5 FTE)
13. SDE sponsored inservice training for (a) teachers of the gifted; (b) regular education teachers; (c) administrators; (d) support staff; (e) others.	a,b,c,d,e (parents)	based on requests	a,b,c,d	a

Table 11 (continued)

	Illinois	Indiana	Iowa	Kansas
1. State has recognized G/T education through (a) legislation; (b) public endorsement or proclamation by governor; (c) public endorsement by chief state school officer; (d) funding; (e) assignment of staff in G/T leadership positions; (f) policy or position statement by State BOE supporting G/T; (g) other.	a,b,d,e(2.0 FTE),f,g (gifted ed in Illinois report)	d,e(3.0 FTE),g (waivers where conflict w/curriculum & graduation rules)	a,d,e(1.0 FTE),f	a,b,d,e(6 FTE)
2. SDE specialist facilitates advocacy through (a) communication with state legislators; (b) contacts with U.S. congressmen and senators; (c) contacts with businessmen; (d) coordinated efforts with professional education association; (e) involving personnel and/or subject matter/curriculum from other categorical programs; (f) involving institutions of higher education; (g) involving regional and statewide G/T groups and associations; (h) involvement of parents.	a,b,c,e,f,g,h	a,c-h	b-h	a,b,d,f,g,h
3. State guidelines/approval criteria available.	Y	Y	Y	Y
4. Written materials available (a) flyers; (b) guidelines; (c) directory of gifted talented programs; (d) descriptions of local gifted talented programs; (e) others.	b	b,c,d	b	a-d
5. SDE evaluate each G/T program: how often?	N	Y(twice per yr.)	N	Y(every 3 yrs.)
6. SDE monitor local G/T programs criteria for state approval (a) identification; (b) program standards; (c) program facilities; (d) expenditure of funds; (e) other.	a,b,d,e (appropriate objectives, activities & eval.)	a,b,d	a,b,d,e	a,b,c,d
7. SDE completed formal statewide evaluation.	Y	Y	N	N
8. Local programs required to evaluate own programs: how often?	Y Annually	Y Annually	Y Annually	Y Annually
9. (a) SDE certification requirements; (b) if no, what required; (c) certification requirements based on (1) number of graduate hours; (2) competencies; (3) inservice hours; (4) attendance at conferences; (5) other.	N (3 semester hrs. & approved trng. inst.)	N(Endorsement is encouraged)	N(must be cert. for grade level or subject area	Y 2
10. (a) State advisory committee or study commission by G/T; (b) if yes, size and purpose.	Y 7 provide advice	Y 14 make recommendations	N	N
11. Where specialist(s) for G/T located.	Curriculum Improvement & Support	Center for school improvement & performance	Bureau of Instruction & Curriculum	Special Education Admin.
12. State first developed position for G/T coordinator.	1963	1974	1973	1957
13. SDE sponsored inservice training for (a) teachers of the gifted; (b) regular education teachers; (c) administrators; (d) support staff; (e) others.	a,b,c,e (educational service centers)	a,b,c	e(area education agency, G/T consultants & contract people)	a,b,c,d

Table 11 (continued)

	Kentucky	Louisiana	Maine	Maryland
1. State has recognized G/T education through (a) legislation; (b) public endorsement or proclamation by governor; (c) public endorsement by chief state school officer; (d) funding; (e) assignment of staff in G/T leadership positions; (f) policy or position statement by State BOE supporting G/T; (g) other.	a,d,e(3 FTE),f	a,b,c,d,e(1 FTE),f	a,d,e(2 FTE),f	a,e(2 FTE),f
2. SDE specialist facilitates advocacy through (a) communication with state legislators; (b) contacts with U.S. congressmen and senators; (c) contacts with businessmen; (d) coordinated efforts with professional education association; (e) involving personnel and/or subject matter/curriculum from other categorical programs; (f) involving institutions of higher education; (g) involving regional and statewide G/T groups and associations; (h) involvement of parents.	c-h	b,d-h	a,d-h	a-h
3. State guidelines/approval criteria available.	Y	Y	Y	Y
4. Written materials available (a) flyers; (b) guidelines; (c) directory of gifted talented programs; (d) descriptions of local gifted talented programs; (e) others.	a-d	b (programmatic & assessment)	a-d,e	b,d,e (brochure on summer centers)
5. SDE evaluate each G/T program: how often?	Y(every 5 yrs.)	Y(every 3 yrs.)	N	N
6. SDE monitor local G/T programs criteria for state approval (a) identification; (b) program standards; (c) program facilities; (d) expenditure of funds; (e) other.	a,b,d	a,b,c,d	a,b,d	Yes
7. SDE completed form : statewide evaluation.	Y	N	N	N
8. Local programs required to evaluate own programs: how often?	Y Annually	Y Annually	Y Annually	N
9. (a) SDE certification requirements; (b) if no what required; (c) certification requirements based on (1) number of graduate hours; (2) competencies; (3) inservice hours; (4) attendance at conferences; (5) other.	Y 12 hr. G/T endorsement	Y 1.5 (talent certification)	N 2 yr teaching & State institute	N
10. (a) State advisory committee or study commission by G/T; (b) if yes, size and purpose.	Y 11 review & evaluate programs, make suggestions	Y 11 Spec. Ed. Advisory	Y 15 recommend and assist board, program & organizations	N
11. Where specialist(s) for G/T located.	Curriculum	Office of Special Education	Sp Education	Div. of Instruction
12. State first developed position for G/T coordinator.	1977	1977	1980	1975
13. SDE sponsored inservice training for (a) teachers of the gifted; (b) regular education teachers; (c) administrators; (d) support staff; (e) others.	a,b,c	a,b,c,d,e (parents & students)	a,b,c	c

Table 11 (continued)

	Massachusetts	Michigan	Minnesota	Mississippi
1. State has recognized G/T education through (a) legislation; (b) public endorsement or proclamation by governor; (c) public endorsement by chief state school officer; (d) funding; (e) assignment of staff in G/T leadership positions; (f) policy or position statement by State BOE supporting G/T; (g) other.	a,c,d,e(2 FTE),f	a,b,c,d,e(1.5 FTE),f	a,b,c,d,e(1 FTE),f	a,c,d,e(3 FTE),g (appointment of state activities committee)
2. SDE specialist facilitates advocacy through (a) communication with state legislators; (b) contacts with U.S. congressmen and senators; (c) contacts with businessmen; (d) coordinated efforts with professional education association; (e) involving personnel and/or subject matter/curriculum from other categorical programs; (f) involving institutions of higher education; (g) involving regional and statewide G/T groups and associations; (h) involvement of parents.	a,c-h	d-h	a-h	a-h
3. State guidelines/approval criteria available.	Y	Y	Y	Y
4. Written materials available (a) flyers; (b) guidelines; (c) directory of gifted talented programs; (d) descriptions of local gifted talented programs; (e) others.	a,c,d	a,b,c	b,e (learner outcomes & review of research)	b,c
5. SDE evaluate each G/T program: how often?	N	Y(ann.rev.of f/a)	N	N
6. SDE monitor local G/T programs criteria for state approval (a) identification; (b) program standards; (c) program facilities; (d) expenditure of funds; (e) other.	Yes	a,b,c,g,e	d	a,b,d
7. SDE completed formal statewide evaluation	N	N	Y	N
8. Local programs required to evaluate own programs: how often?	Y Annually	Y Ongoing	N	Y(as specified in local plan) Y 1,2,3
9. (a) SDE certification requirements; (b) if no, what required; (c) certification requirements based on: (1) number of graduate hours; (2) competencies; (3) inservice hours; (4) attendance at conferences; (5) other.	N	N inservice under local control	N no specific requirement	
10. (a) State advisory committee or study commission by G/T; (b) if yes, size and purpose.	Y formulate funding guidelines Curr. & Instr.	Y 6 advise School Program Servs./ Instruc. Spec. Program/ Curr. Develop.	Y 20 advise program specialist Instr. Effect.	Y 18 advise State Board on issues/concerns Bureau of Sp. Serv.
11. Where specialist(s) for G/T located.				
12. State first developed position for G/T coordinator.	1956	1972	1960	1975
13. SDE sponsored inservice training for (a) teachers of the gifted; (b) regular education teachers; (c) administrators; (d) support staff; (e) others.	a,b	a,b,c,d	a,b,c,d	No

Table 1: (continued)

	Missouri	Montana	Nebraska	Nevada
1. State has recognized G/T education through (a) legislation; (b) public endorsement or proclamation by governor; (c) public endorsement by chief state school officer; (d) funding; (e) assignment of staff in G/T leadership positions; (f) policy or position statement by State BOE supporting G/T; (g) other.	a,d,e(2 FTE),f	a,c,d,e,f	a,d,e(5 FTE)	a,b,c,d
2. SDE specialist facilitates advocacy through (a) communication with state legislators; (b) contacts with U.S. congressmen and senators; (c) contacts with businessmen; (d) coordinated efforts with professional education association; (e) involving personnel and/or subject matter/curriculum from other categorical programs; (f) involving institutions of higher education; (g) involving regional and statewide G/T groups and associations; (h) involvement of parents.	a-h	a-h	a,d,f,g,h	a-h
3. State guidelines/approval criteria available.	Y	N		Y
4. Written materials available (a) flyers; (b) guidelines; (c) directory of gifted talented programs; (d) descriptions of local gifted talented programs; (e) others.	a,b,c	a,c,e legislation bibl.o. & ins. training manual	b,c,d	Y b,c,d (parent advisory board)
5. SDE evaluate each G/T program: how often?	Y(every 3 yrs.)	N	Y on paper twice/yr.	N
6. SDE monitor local G/T programs criteria for state approval (a) identification; (b) program standards; (c) program facilities; (d) expenditure of funds; (e) other.	a,b,c,d,e (pupil teacher ratio curriculum)	e(competitive grant objectives)	a,b	No
7. SDE completed formal statewide evaluation.	N	N	Y	N
8. Local programs required to evaluate own programs: how often?	Y Annually	N	Y Annually	N
9. (a) SDE certification requirements; (b) if no, what required; (c) certification requirements based on (1) number of graduate hours; (2) competencies; (3) inservice hours; (4) attendance at conferences; (5) other.	N teaching certificate at grade level	N none specific	Y 2	Y Elem. Sec. of Spec. Ed.
10. (a) State advisory committee or study commission by G/T; (b) if yes size and purpose.	N	N	Y 18 advise state board	N
11. Where specialist(s) for G/T located.	Division of Instruction	Educational Services	Curriculum	Special Education
12. State first developed position for G/T coordinator.	1974	1979	Early 70's	1971
13. SDI sponsored inservice training for (a) teachers of the gifted. (b) regular education teachers; (c) administrators; (d) support staff; (e) others.	a,b,c,d,e	a,b,c,d,e(business consortium, comm. serv. clubs, parents, and univ. personnel	a,b,c,d	None

Table 11 (continued)

	New Hampshire	New Jersey	New Mexico	New York
1. State has recognized G/T education through (a) legislation; (b) public endorsement or proclamation by governor; (c) public endorsement by chief state school officer; (d) funding; (e) assignment of staff in G/T leadership positions; (f) policy or position statement by State BOE supporting G/T; (g) other.	o,d,e(1 FTE),f,g (G/T policies & procedures)	a,e(1.4)	a,d,e(1.0 FTE)	a,d,e(1 FTE),f
2. SDE specialist facilitates advocacy through (a) communication with state legislators; (b) contacts with U.S. congressmen and senators; (c) contacts with businessmen; (d) coordinated efforts with professional education association; (e) involving personnel and/or subject matter/curriculum from other categorical programs; (f) involving institutions of higher education; (g) involving regional and statewide G/T groups and associations, (h) involvement of parents.	a-h	a,b,e,f,g	f,g,h	c-h
3. State guidelines/approval criteria available.	Pres. being prepared	N	Y	Y
4. Written materials available (a) flyers; (b) guidelines; (c) directory of gifted talented programs; (d) descriptions of local gifted talented programs; (e) others.	b,c,d,e in process	a,c,e state survey	b	b,c,d
5. SDE evaluate each G/T program: how often?	N	Y(every 3 yrs.)	Y 3 yr. cycle	N
6. SDE monitor local G/T programs criteria for state approval (a) identification; (b) program standards; (c) program facilities; (d) expenditure of funds; (e) other.	e(focus on enhancement of programs)	No		No
7. SDE completed formal statewide evaluation.	N	N		N
8. Local programs required to evaluate own programs: how often?	N	N	N	N
9. (a) SDE certification requirements; (b) if no, what required; (c) certification requirements based on (1) number of graduate hours; (2) competencies; (3) inservice hours; (4) attendance at conferences; (5) other.	N in process	N determined by LEA	Y 2	N teacher certification
10. (a) State advisory committee or study commission by G/T; (b) if yes, size and purpose.	Y identify priorities for funding Div. of Spec. Servs. future to Div. of Inst.	Y 17 advise commissioner & assist consultant	N	Y 18
11. Where specialist(s) for G/T located.		Gen Academic Education	Special Education	Division for Program Development
12. State first developed position for G/T coordinator.	1983	1970	Not a specific position	mid 1950's
13. SDE sponsored inservice training for (a) teachers of the gifted; (b) regular education teachers; (c) administrators; (d) support staff; (e) others.	a,b,c,d,e School Board members & interested community members	No		a,b,c,d

Table 11 (continued)

	North Carolina	North Dakota	Ohio	Oklahoma
1. State has recognized G/T education through (a) legislation; (b) public endorsement or proclamation by governor; (c) public endorsement by chief state school officer; (d) funding; (e) assignment of staff in G/T leadership positions; (f) policy or position statement by State BOE supporting G/T; (g) other.	a,b,c,d,e(1 FTE),f	a,d,e(.1)	a,b,c,d,e(1 FTE),f	a,d,e(4 FTE)
2. SDE specialist facilitates advocacy through (a) communication with state legislators; (b) contacts with U.S. congressmen and senators; (c) contacts with businessmen; (d) coordinated efforts with professional education association; (e) involving personnel and/or subject matter/curriculum from other categorical programs; (f) involving institutions of higher education; (g) involving regional and statewide G/T groups and associations; (h) involvement of parents.	d-h	a,b,e,f	c-h	a-h
3. State guidelines/approval criteria available	Y	Y	Y	Y
4. Written materials available (a) flyers; (b) guidelines; (c) directory of gifted talented programs; (d) descriptions of local gifted talented programs; (e) others.	a,b,c,	b,c,d	a,b,c,e (Summer School Pub)	a-e (curriculum guide)
5. SDE evaluate each G/T program: how often?	N Mod. avail. f/schs.	Y Ann.bsd.min.stds.	Y 50/yr.	Y Annually
6. SDE monitor local G/T programs criteria for state approval (a) identification; (b) program standards; (c) program facilities; (d) expenditure of funds; (e) other.	a,b,c,d	b	a,b,c,d,e (teacher questions)	a,b,d
7. SDE completed formal statewide evaluation.	N	N	N	N
8. Local programs required to evaluate own programs: how often?	Y compliance rules & regs. Y 1,2	N	N	N
9. (a) SDE certification requirements; (b) if no, what required; (c) certification requirements based on (1) number of graduate hours, (2) competencies, (3) inservice hours; (4) attendance at conferences; (5) other.	Y 1,2	Y 1	Y 1	N inservice and/or college hours
10. (a) State advisory committee or study commission by G/T; (b) if yes, size and purpose.	N	N	Y 15 advised superintendent	N
11. Where specialist(s) for G/T located.	Special Education	Special Education	Special Education	Gifted/Talented Section
12. State first developed position for G/T coordinator.	1959	1978	1959	1975
13. SDE sponsored inservice training for (a) teachers of the gifted; (b) regular education teachers; (c) administrators; (d) support staff; (e) others.	a,b,c,d		a	a,b,c,d,e (parents)

Table 11 (continued)

	Oregon	Pennsylvania	Rhode Island	South Carolina
1. State has recognized G/T education through (a) legislation; (b) public endorsement or proclamation by governor; (c) public endorsement by chief state school officer; (d) funding; (e) assignment of staff in G/T leadership positions; (f) policy or position statement by State BOE supporting G/T; (g) other.	a,c,d,e(25 FTE),f	a,c,d	a,d,e(1.0),g	a,d,e
2. SDE specialist facilitates advocacy through (a) communication with state legislators; (b) contacts with U.S. congressmen and senators; (c) contacts with businessmen; (d) coordinated efforts with professional education association; (e) involving personnel and/or subject matter/curriculum from other categorical programs; (f) involving institutions of higher education; (g) involving regional and statewide G/T groups and associations; (h) involvement of parents.	a,d-h		a-h	d-h
3. State guidelines/approval criteria available.	Y	Y	Y	Y
4. Written materials available (a) flyers; (b) guidelines; (c) directory of gifted talented programs; (d) descriptions of local gifted talented programs; (e) others.	c,d	b	b,c,d	b
5. SDE evaluate each G/T program: how often?	Y Ann pap.eval.only	Y every 3 yrs.	N	Y
6. SDE monitor local G/T programs criteria for state approval (a) identification; (b) program standards; (c) program facilities; (d) expenditure of funds; (e) other.	No	b,d	a,b,c,d	No
7. SDE completed formal statewide evaluation.	N	Y	Y	Y(ongoing mandated)
8. Local programs required to evaluate own programs: how often?	Y Annually	N	Y Annually	N
9. (a) SDE certification requirements; (b) if no, what required; (c) certification requirements based on (1) number of graduate hours; (2) competencies; (3) inservice hours; (4) attendance at conferences; (5) other.	N	N (regular ed training)	N None	N
10. (a) State advisory committee or study commission by G/T; (b) if yes, size and purpose.	Y 12 appr. grant prop.,rev.pgr. & act. & ser. as pgr. mon.	N	Y 15 advise commissioner	Y
11. Where specialist(s) for G/T located.	Sp Education		Division of Spec. Populations	Office of Gen. Ed. Curriculum Section
12. State first developed position for G/T coordinator.	1979	1965-80	1983	1974
13. SDE sponsored inservice training for (a) teachers of the gifted; (b) regular education teachers; (c) administrators; (d) support staff; (e) others.	a,b,c,d,e (parents,	No	a,b,c,d	a,c

Table 11 (continued)

	South Dakota	Tennessee	Texas	Utah
1. State has recognized G/T education through (a) legislation; (b) public endorsement or proclamation by governor; (c) public endorsement by chief state school officer; (d) funding; (e) assignment of staff in G/T leadership positions; (f) policy or position statement by State BOE supporting G/T; (g) other.	a,d,e(1 FTE)	a,d,e,f	a,d,e(2.0 FTE),f	a,d,e(1.0 FTE)
2. SDE specialist facilitates advocacy through (a) communication with state legislators; (b) contacts with U.S. congressmen and senators; (c) contacts with businessmen; (d) coordinated efforts with professional education association; (e) involving personnel and/or subject matter/curriculum from other categorical programs; (f) involving institutions of higher education; (g) involving regional and statewide G/T groups and associations; (h) involvement of parents.	d-h	a,c	a,d-h	a-h
3. State guidelines/approval criteria available.	Y			
4. Written materials available (a) flyers; (b) guidelines; (c) directory of gifted talented programs; (d) descriptions of local gifted talented programs; (e) others.	a,b,e (numerous references)	N	Y b	N b
5. SDE evaluate each G/T program: how often?	e/4yrs.s/e compl.	N	N	N
6. SDE monitor local G/T programs criteria for state approval (a) identification; (b) program standards; (c) program facilities; (d) expenditure of funds; (e) other.	b	a,c	No	No
7. SDE completed formal statewide evaluation.	N	N	Y	N
8. Local programs required to evaluate own programs: how often?	N	N	Y Ann. by req. of commissioner	Y Annually
9. (a) SDE certification requirements; (b) if no, what required; (c) certification requirements based on (1) number of graduate hours; (2) competencies; (3) inservice hours; (4) attendance at conferences; (5) other.	Y 1,5 (Spec. Ed. endorsement)	Y 1	N Local control	N endorsement at Elem., Sec. or Sp. Ed not mandatory
10. (a) State advisory committee or study commission by G/T; (b) if yes, size and purpose.	N	Y 14 advise SDE	N	Y 12 advise State Board of Education Curriculum
11. Where specialist(s) for G/T located.	Section for Special Education Division of Ed.	Special Education	Division of G/T Ed (Special Program Dept.)	
12. State first developed position for G/T coordinator.	1978	1981	1976	1972
13. SDE sponsored inservice training for (a) teachers of the gifted; (b) regular education teachers; (c) administrators; (d) support staff; (e) others.	a,b,c,d,e (parents)	a,b,c	a,b,c	a,b,c

Table 11 (continued)

	Vermont	Virginia	Washington	West Virginia
1. State has recognized G/T education through (a) legislation; (b) public endorsement or proclamation by governor; (c) public endorsement by chief state school officer; (d) funding; (e) assignment of staff in G/T leadership positions; (f) policy or position statement by State BOE supporting G/T; (g) other.	e(.5 FTE),f,g (resolution from legislature)	a,b,c,d,e(2 FTE)	a,d,e(1 FTE)	a,d,e(.6 FTE),f
2. SDE specialist facilitates advocacy through (a) communication with state legislators; (b) contacts with U.S. congressmen and senators; (c) contacts with businessmen; (d) coordinated efforts with professional education association; (e) involving personnel and/or subject matter/curriculum from other categorical programs; (f) involving institutions of higher education; (g) involving regional and statewide G/T groups and associations; (h) involvement of parents.	d-h	a-h	a-h	c-h
3. State guidelines/approval criteria available.	N	Y	Y	Y
4. Written materials available (a) flyers; (b) guidelines; (c) directory of gifted talented programs; (d) descriptions of local gifted talented programs; (e) others.	b	b,c,e (local plans)	b,c,d	b,e (Comprehensive report on g/t
5. SDE evaluate each G/T program: how often?	N	Y(a/p/r-e/5yrs.ad.rv.)	Y by dist. request	N
6. SDE monitor local G/T programs criteria for state approval (a) identification; (b) program standards; (c) program facilities; (d) expenditure of funds; (e) other.	No	a,d,e	b	Yes
7. SDE completed formal statewide evaluation.	N	N	1984	N
8. Local programs required to evaluate own programs: how often?	N	Y 5 yrs.	N	
9. (a) SDE certification requirements; (b) if no, what required; (c) certification requirements based on (1) number of graduate hours; (2) competencies; (3) inservice hours; (4) attendance at conferences; (5) other.	N Elem. or Sec. certification only	N local training for staff	N reg. teacher certification	Y 1,2
10. (a) State advisory committee or study commission by G/T; (b) if yes, size and purpose.	"	Y 25 advise CSSO & St. Board & assess progress	Y 15 advise SEA	N
11. Where specialist(s) for G/T located.	Curr. & Instruction	Div for Humanities and Sec. Admin.	Support Services	Special Education
12. State first developed position for G/T coordinator.	1983	1973	1974	1979
13. SDE sponsored inservice training for (a) teachers of the gifted; (b) regular education teachers; (c) administrators; (d) support staff; (e) others.	a,b,c,e (parents)	a,b,c,d,e guidance counselors & gov. school admin. & faculty	a,b,c,d,e (parents)	a,b,c,e (parents)

Table 11 (continued)

	Wisconsin	Wyoming	Puerto Rico	Guam
1. State has recognized G/T education through (a) legislation; (b) public endorsement or proclamation by governor; (c) public endorsement by chief state school officer; (d) funding; (e) assignment of staff in G/T leadership positions; (f) policy or position statement by State BOE supporting G/T; (g) other.	a,c,d,e(1.0 FTE),f	a,d,e(.5 FTE),f	a,d	a,b,c,d,e(3 FTE)
2. SDE specialist facilitates advocacy through (a) communication with state legislators; (b) contacts with U.S. congressmen and senators; (c) contacts with businessmen; (d) coordinated efforts with professional education association; (e) involving personnel and/or subject matter/curriculum from other categorical programs; (f) involving institutions of higher education; (g) involving regional and statewide G/T groups and associations; (h) involvement of parents.	a,c-h	d-h	e,f,g	a,c-h
3. State guidelines/approval criteria available.	Y	Y	Y	Y
4. Written materials available (a) flyers; (b) guidelines; (c) directory of gifted talented programs; (d) descriptions of local gifted talented programs; (e) others.	a,b,d (Resource & Planning Guide)	a,b,e	a,b,c,d	a-d
5. SDE evaluate each G/T program: how often?	Y ev/5yrs. beg. 1980	Y e/3yrs.t/accrred.	Y Annually	Y Annually
6. SDE monitor local G/T programs criteria for state approval (a) identification; (b) program standards; (c) program facilities; (d) expenditure of funds; (e) other.	a,e	No	a,b,c,d	No
7. SDE completed formal statewide evaluation.	N	N	Y	Y
8. Local programs required to evaluate own programs: how often?	N	N	Y Annually	Y Annually
9. (a) SDE certification requirements; (b) if no, what required; (c) certification requirements based on (1) number of graduate hours; (2) competencies; (3) inservice hours; (4) attendance at conferences; (5) other.	N None	N None 1966 teachers must take one course	Y 1,2,3,4,5 (workshops)	N 2 wks. of training each school year
10. (a) State advisory committee or study commission by G/T; (b) if yes, size and purpose.	N	N	Y 10 planning flw-up & eval	N
11. Where specialist(s) for G/T located.	School Improvement	Curr. & Instruction	Spec. Ed. & Ed. of Gifted	Special Education
12. State first developed position for G/T coordinator.	1976	Early 70s		1977
13. SDE sponsored inservice training for (a) teachers of the gifted; (b) regular education teachers; (c) administrators; (d) support staff; (e) others.		a,b,c,d	a,b,c,d,e (parents)	a,b,c,d,e (parents)

Key

Y - Yes

N - No

Table 12
Local Educational Services for the Gifted

	Alabama	Alaska	Arizona	Arkansas
1. Total number of G/T students receiving services	16,834	3,854*	20,000*	19,928*
*number estimated				
N/A-data not available				
2. Total public school enrollment	N/A	103,124 (85-86)	595,793 (85-86)	437,438
3. Percent of G/T students by ethnic group		N/A		N/A
a. Black	7		4	
b. White	86		67	
c. Asian/Pacific	1		1	
d. Hispanic	1		22	
e. American Indian/Alaskan Native	1		6	
f. Other	1 (non-English speaking)			
N/A - information not available				
4. Types of delivery models used	a-m	a-m	a-j-l-m	a-l
a. Resource room/pullout				
b. Self-contained classroom				
c. Regular classroom program plans				
d. Independent study				
e. Mentors				
f. Part-time grouping				
g. Cluster grouping				
h. Advanced grade placement				
i. Advanced subject placement				
j. Honors/advanced placement				
k. Individual student plan or IEP				
l. Seminars				
m. Mini-courses				
n. Others				
5. Special provisions for special populations				
Defined by State Policy (SP)				
Defined by Local Policy (LP)				
Not Defined (ND)				
a. Culturally and racially diverse	ND	SP	ND	
b. Low socioeconomic	SP	ND	ND	
c. Rural	SP	SP	ND	
d. Handicapped	SP	SP	ND	
e. Female	ND		ND	
f. Underachievers	ND	ND	ND	
6. How state recognizes				
1. Essential or regulatory				
2. Desirable or recommended				
3. Nonessential or optional				
a. Student identification procedures	1	1	1	1
b. Student program placement procedures	1	1	2	1
c. Multidisciplinary selection teams	2	1	3	1
d. Regular education program modifications	2	2	3	1
e. Written program description relating to each student's needs and abilities	1	1	3	1
f. Adaptations of learning environment	2	2	3	2
g. Use of higher level and critical thinking skills	2	3	3	2
h. Program management plan	1	2	3	2
i. Inservice training plan	2	2	3	1
j. Provisions for program evaluation	1	2	3	1
k. Adaptations of curriculum	2	3	2	1

Districts are encouraged to give particular attention to these groups. No special provisions.

Table 12 (continued)

	California	Colorado	Connecticut	Delaware
1. Total number of G/T students receiving services	219,073	N/A	19,000*	3,815
*number estimated				
N/A-data not available				
2. Total public school enrollment	4,325,000		455,000	94,114
3. Percent of G/T students by ethnic group		N/A	N/A	N/A
a. Black	5			
b. White	60			
c. Asian/Pacific	19.5			
d. Hispanic	18			
e. American Indian/Alaskan Native	.5			
f. Other	2			
N/A - information not available				
4. Types of delivery models used	a-n (International Baccalaureate)	a-m	a,c,n(summer residential program)	a-m
a. Resource room/pullout				
b. Self-contained classroom				
c. Regular classroom program plans				
d. Independent study				
e. Mentors				
f. Part-time grouping				
g. Cluster grouping				
h. Advanced grade placement				
i. Advanced subject placement				
j. Honors/advanced placement				
k. Individual student plan or IEP				
l. Seminars				
m. Mini-courses				
n. Others				
5. Special provisions for special populations				
Defined by State Policy (SP)				
Defined by Local Policy (LP)				
Not Defined (ND)				
a. Culturally and racially diverse	ND (Target areas for special id.)	LP	State required non-discriminatory testing and ID based on potential for high achievers	ND
b. Low socioeconomic	ND	LP		ND
c. Rural	ND	LP		ND
d. Handicapped	ND	LP		ND
e. Female	ND	LP		ND
f. Underachievers	ND	LP		ND
6. How state recognizes				
1. Essential or regulatory				
2. Desirable or recommended				
3. Nonessential or optional				
a. Student identification procedures	1	2	1	2
b. Student program placement procedures	1	2	1	2
c. Multidisciplinary selection teams	1	2	1	2
d. Regular education program modifications	1	2	2	2
e. Written program description relating to each student's needs and abilities	2	2	3	3
f. Adaptations of learning environment	1	2	2	3
g. Use of higher level and critical thinking skills	1	2	2	2
h. Program management plan	1	2	1	3
i. Inservice training plan	1	2	2	2
j. Provisions for program evaluation	1	2	1	2
k. Adaptations of curriculum	1	2	1	2

Table 12 (continued)

	Florida	Georgia	Hawaii	Idaho
1. Total number of G/T students receiving services	47,463	38,000	15,193*	2,510(85-86)
*number estimated				
N/A-data not available				
2. Total public school enrollment	1,607,320		165,000	204,000
3. Percent of G/T students by ethnic group		N/A	N/A	N/A
a. Black	2			
b. White	92			
c. Asian/Pacific	2			
d. Hispanic	2			
e. American Indian/Alaskan Native	2			
f. Other				
N/A - information not available				
4. Types of delivery models used	a-m	a,b,d,e,j,h (facilitator)	a,b,d,e,f,h,i,j,l,m	a,c,d,e,h,i,j,m
a. Resource room/pullout				
b. Self-contained classroom				
c. Regular classroom program plans				
d. Independent study				
e. Mentors				
f. Part-time grouping				
g. Cluster grouping				
h. Advanced grade placement				
i. Advanced subject placement				
j. Honors/advanced placement				
k. Individual student plan or IEP				
l. Seminars				
m. Mini-courses				
n. Others				
5. Special provisions for special populations	Same rules apply to all populations			
Defined by State Policy (SP)		SP	SP	None
Defined by Local Policy (LP)		SP	SP	
Not Defined (ND)		ND	SP	
a. Culturally and racially diverse		SP	ND	
b. Low socioeconomic		ND	ND	
c. Rural		ND	SP	
d. Handicapped				
e. Female				
f. Underachievers				
6. How state recognizes				
1. Essential or regulatory				
2. Desirable or recommended				
3. Nonessential or optional				
a. Student identification procedures	1	1	1	1
b. Student program placement procedures	1	1	1	
c. Multidisciplinary selection teams	1	3	3	1
d. Regular education program modifications	2	3	2	
e. Written program description relating to each student's needs and abilities	1	1	2	1
f. Adaptations of learning environment	2	3	3	2
g. Use of higher level and critical thinking skills	1	1	1	2
h. Program management plan	1	3	2	
i. Inservice training plan	1	-	1	2
j. Provisions for program evaluation	1	1	1	-
k. Adaptations of curriculum	1	1	1	2

Table 12 (contir ed)

	Illinois	Indiana	Iowa	Kansas
1. Total number of G/T students receiving services *number estimated N/A-data not available	86,000*	27,800*	8,600*	11,786*
2. Total public school enrollment	2,175,472	964,885	485,686	391,786
3. Percent of G/T students by ethnic group	FY 86	N/A		N/A
a. Black	16		3	
b. White	74		94	
c. Asian/Pacific	5		1	
d. Hispanic	5		1	
e. American Indian/Alaskan Native	1		1	
f. Other				
N/A - information not available				
4. Types of delivery models used	a-m	a-m	a-c-n(summer programs)	a-m
a. Resource room/pullout				
b. Self-contained classroom				
c. Regular classroom program plans				
d. Independent study				
e. Mentors				
f. Part-time grouping				
g. Cluster grouping				
h. Advanced grade placement				
i. Advanced subject placement				
j. Honors/advanced placement				
k. Individual student plan or IEP				
l. Seminars				
m. Mini-courses				
n. Others				
5. Special provisions for special populations				
Defined by State Policy (SP)				
Defined by Local Policy (LP)				
Not Defined (ND)				
a. Culturally and racially diverse	ND	ND	LP	LP
b. Low socioeconomic	ND	ND	ND	LP
c. Rural	ND	ND	ND	LP
d. Handicapped	ND	ND	ND	SP
e. Female	ND	ND	ND	NP
f. Underachievers	ND	ND	ND	LP
6. How state recognizes				
1. Essential or regulatory				
2. Desirable or recommended				
3. Nonessential or optional				
a. Student identification procedures	1	1	1	1
b. Student program placement procedures	2	1	1	1
c. Multidisciplinary selection teams	1	1	2	1
d. Regular education program modifications	2	2	2	1
e. Written program description relating to each student's needs and abilities	3	3	1	1
f. Adaptations of learning environment	2	2	2	1
g. Use of higher level and critical thinking skills	2	1	2	2
h. Program management plan	2	2	1	3
i. Inservice training plan	2	1	1	2
j. Provisions for program evaluation	1	1	1	1
k. Adaptations of curriculum	2	1	2	3

Table 12 (continued)

	Kentucky	Louisiana	Maine	Maryland
1. Total number of G/T students receiving services	25,000*	14,000*	N/A	54,000*
*number estimated				
N/A-data not available				
2. Total public school enrollment		750,000	211,752	665,838
3. Percent of G/T students by ethnic group	N/A	N/A	N/A	
a. Black				13.6
b. White				78
c. Asian/Pacific				6.9
d. Hispanic				1.4
e. American Indian/Alaskan Native				1
f. Other				
N/A - information not available				
4. Types of delivery models used	a-j,l,m	a,b,e,h,k	a,c-g,j-n (college coursework)	a-j,l,m,n(magnet schools)
a. Resource room/pullout				
b. Self-contained classroom				
c. Regular classroom program plans				
d. Independent study				
e. Mentors				
f. Part-time grouping				
g. Cluster grouping				
h. Advanced grade placement				
i. Advanced subject placement				
j. Honors/advanced placement				
k. Individual student plan or IEP				
l. Seminars				
m. Mini-courses				
n. Others				
5. Special provisions for special populations				
Defined by State Policy (SP)				
Defined by Local Policy (LP)				
Not Defined (ND)				
a. Culturally and racially diverse	ND	SP	ND	
b. Low socioeconomic	ND		ND	
c. Rural	ND		ND	
d. Handicapped	ND		ND	
e. Female	ND		ND	
f. Underachievers	ND		ND	
6. How state recognizes				
1. Essential or regulatory				
2. Desirable or recommended				
3. Nonessential or optional				
a. Student identification procedures	1	1	1	2
b. Student program placement procedures	2	1	1	2
c. Multidisciplinary selection teams	2	1	1	3
d. Regular education program modifications	2	2	1	2
e. Written program, description relating to each student's needs and abilities	3	1	1	3
f. Adaptations of learning environment	2	1	1	2
g. Use of higher level and critical thinking skills	1	2	1	2
h. Program management plan	2	1	1	2
i. Inservice training plan	2	2	1	2
j. Provisions for program evaluation	2	1	1	2
k. Adaptations of curriculum	2	1	1	2

Table 12 (continued)

	Massachusetts	Michigan	Minnesota	Mississippi
1. Total number of G/T students receiving services *number estimated N/A-data not available	N/A	119,708	55,171	14,145
2. Total public school enrollment	846,430	1,596,035	699,215	498,639
3. Percent of G/T students by ethnic group	N/A	N/A	N/A	N/A
a. Black				
b. White				
c. Asian/Pacific				
d. Hispanic				
e. American Indian/Alaskan Native				
f. Other				
N/A - information not available				
4. Types of delivery models used	a-m	a-m	a-n(college courses which are reimbursed)	a,c,d,e,f,h,i,j,k,m
a. Resource room/pullout				
b. Self-contained classroom				
c. Regular classroom program plans				
d. Independent study				
e. Mentors				
f. Part-time grouping				
g. Cluster grouping				
h. Advanced grade placement				
i. Advanced subject placement				
j. Honors/advanced placement				
k. Individual student plan or IEP				
l. Seminars				
m. Mini-courses				
n. Others				
5. Special provisions for special populations	All strongly encouraged by state policy			
Defined by State Policy (SP)				
Defined by Local Policy (LP)				
Not Defined (ND)				
a. Culturally and racially diverse		LP	LP	SP
b. Low socioeconomic		LP	LP	SP
c. Rural		LP	LP	ND
d. Handicapped		LP	LP	SP
e. Female		LP	LP	ND
f. Underachievers		LP	LP	ND
6. How state recognizes				
1. Essential or regulatory				
2. Desirable or recommended				
3. Nonessential or optional				
a. Student identification procedures	2	2	1	1
b. Student program placement procedures	2	2	2	2
c. Multidisciplinary selection teams	2	2	1	1
d. Regular education program modifications	2	2	1	2
e. Written program, description relating to each student's needs and abilities	2	2	3	1
f. Adaptations of learning environment	2	2	1	2
g. Use of higher level and critical thinking skills	2	2	1	2
h. Program management plan	2	2	1	1
i. Inservice training plan	2	2	1	1
j. Provisions for program evaluation	2	2	1	1
k. Adaptations of curriculum	2	2	1	2

Table 12 (continued)

	Missouri	Montana	Nebraska	Nevada
1. Total number of G/T students receiving services	16,000*	4,500*	19,000*	5,321
*number estimated				
N/A-data not available				
2. Total public school enrollment	800,000	154,072	267,139	161,239
3. Percent of G/T students by ethnic group	N/A	N/A	N/A	N/A
a. Black				
b. White				
c. Asian/Pacific				
d. Hispanic				
e. American Indian/Alaskan Native				
f. Other				
N/A - information not available				
4. Types of delivery models used	a-m	a-m	a-m	a, c-k, n
a. Resource room/pullout				
b. Self-contained classroom				
c. Regular classroom program plans				
d. Independent study				
e. Mentors				
f. Part-time grouping				
g. Cluster grouping				
h. Advanced grade placement				
i. Advanced subject placement				
j. Honors/advanced placement				
k. Individual student plan or IEP				
l. Seminars				
m. Mini-courses				
n. Others				
5. Special provisions for special populations				
Defined by State Policy (SP)				SP
Defined by Local Policy (LP)				SP
Not Defined (ND)				
a. Culturally and racially diverse	LP	ND		
b. Low socioeconomic	LP			
c. Rural	ND	ND		
d. Handicapped	LP	ND		
e. Female	LP			
f. Underachievers	LP	ND		
6. How state recognizes				
1. Essential or regulatory				
2. Desirable or recommended				
3. Nonessential or optional				
a. Student identification procedures	1	1	1	1
b. Student program placement procedures	1	2	1	1
c. Multidisciplinary selection teams	1	2	1	2
d. Regular education program modifications	2	2	1	2
e. Written program description relating to each student's needs and abilities	2	2	1	2
f. Adaptations of learning environment	2	2	1	2
g. Use of higher level and critical thinking skills	2	2	1	2
h. Program management plan	2	2	1	2
Inservice training plan	2	2	1	2
Provisions for program evaluation	1	2	1	2
Adaptations of curriculum	1	2	1	2

Table 12 (continued)

	New Hampshire	New Jersey	New Mexico	New York
1. Total number of G/T students receiving services *number estimated N/A - data not available	N/A	111,190	5,063*	125,000*
2. Total public school enrollment	N/A	1,127,630		
3. Percent of G/T students by ethnic group	N/A	N/A	N/A	2,700,000 N/A
a. Black				
b. White				
c. Asian/Pacific				
d. Hispanic				
e. American Indian/Alaskan Native				
f. Other				
N/A - information not available				
4. Types of delivery models used	a,c-m	a-j,l-n (consortia, convocations, Olympics of the Mind, Future Problem Solving)	a-d,h-k	a,b,d,e,g,i,j,m
a. Resource room/pullout				
b. Self-contained classroom				
c. Regular classroom program plans				
d. Independent study				
e. Mentors				
f. Part-time grouping				
g. Cluster grouping				
h. Advanced grade placement				
i. Advanced subject placement				
j. Honors/advanced placement				
k. Individual student plan or IEP				
l. Seminars				
m. Mini-courses				
n. Others				
5. Special provisions for special populations				
Defined by State Policy (SP)				
Defined by Local Policy (LP)				
Not Defined (ND)				
a. Culturally and racially diverse	LP (optional)		SP	LP
b. Low socioeconomic	LP		ND	ND
c. Rural	LP		ND	LP
d. Handicapped	LP		ND	ND
e. Female	LP		SP	LP
f. Underachievers	LP		ND	LP
6. How state recognizes			ND	ND
1. Essential or regulatory				
2. Desirable or recommended				
3. Nonessential or optional				
a. Student identification procedures	3	2	1	2
b. Student program placement procedures	2	2	1	2
c. Multidisciplinary selection teams	3	2	1	2
d. Regular education program modifications	2	2	1	2
e. Written program description relating to each student's needs and abilities	2	3	1	3
f. Adaptations of learning environment	2	3	2	2
g. Use of higher level and critical thinking skills	2		2	2
h. Program management plan	2	2	2	2
i. Inservice training plan	2	2	2	2
j. Provisions for program evaluation	2	2	2	2
k. Adaptations of curriculum	2	2	2	2

Table 12 (continued)

	North Carolina	North Dakota	Ohio	Oklahoma
1. Total number of G/T students receiving services	62,329	1,365	50,000*	38,084
*number estimated				
N/A-data not available				
2. Total public school enrollment	1,391,000	200,000	1,800,000	592,237
3. Percent of G/T students by ethnic group	N/A	N/A	N/A	
a. Black				45
b. White				87.75
c. Asian/Pacific				1.53
d. Hispanic				.76
e. American Indian/Alaskan Native				4.77
f. Other				4
N/A - information not available				
4. Types of delivery models used	a-m	a,c,d	a-m	a-j,l,m
a. Resource room/pullout				
b. Self-contained classroom				
c. Regular classroom program plans				
d. Independent study				
e. Mentors				
f. Part-time grouping				
g. Cluster grouping				
h. Advanced grade placement				
i. Advanced subject placement				
j. Honors/advanced placement				
k. Individual student plan or IEP				
l. Seminars				
m. Mini-courses				
n. Others				
5. Special provisions for special populations				
Defined by State Policy (SP)				
Defined by Local Policy (LP)				
Not Defined (ND)				
a. Culturally and racially diverse	SP	ND	ND	LP
b. Low socioeconomic	SP	ND	ND	LP
c. Rural	SP	ND	ND	LP
d. Handicapped	SP	ND	ND	LP
e. Female	ND	ND	ND	LP
f. Underachievers	SP	ND	ND	LP
6. How state recognizes				
1. Essential or regulatory				
2. Desirable or recommended				
3. Nonessential or optional				
a. Student identification procedures	1	2	1	1
b. Student program placement procedures	1	2	1	1
c. Multidisciplinary selection teams	1	2	1	2
d. Regular education program modifications	1	2	1	1
e. Written program description relating to each student's needs and abilities	1	2	2	2
f. Adaptations of learning environment	1	2	2	1
g. Use of higher level and critical thinking skills	2	2	2	2
h. Program management plan	1	2	2	2
i. Inservice training plan	1	2	2	1
j. Provisions for program evaluation	2	2	2	2
k. Adaptations of curriculum	2	2	2	1

Table 12 (continued)

	Oregon	Pennsylvania	Rhode Island	South Carolina
1. Total number of G/T students receiving services *number estimated N/A-data not available	15,338	78,000*	5,200*	35,264
2. Total public school enrollment	431,135		134,150	611,978
3. Percent of G/T students by ethnic group	N/A	N/A		N/A
a. Black			2.9	
b. White			92.65	
c. Asian/Pacific			2.5	
d. Hispanic			1.68	
e. American Indian/Alaskan Native			.23	
f. Other				
N/A - information not available				
4. Types of delivery models used	a-n(fast-paced dual enrollment)	a-f,h-m	a-g,i,l,m	a,b,g,i,j,l,m
a. Resource room/pullout				
b. Self-contained classroom				
c. Regular classroom program plans				
d. Independent study				
e. Mentors				
f. Part-time grouping				
g. Cluster grouping				
h. Advanced grade placement				
i. Advanced subject placement				
j. Honors/advanced placement				
k. Individual student plan or IEP				
l. Seminars				
m. Mini-courses				
n. Others				
5. Special provisions for special populations	OAR's require specific efforts to identify students			
Defined by State Policy (SP)				
Defined by Local Policy (LP)				
Not Defined (ND)				
a. Culturally and racially diverse		SP	SP	ND
b. Low socioeconomic		SP	SP	ND
c. Rural			SP	ND
d. Handicapped		SP	SP	ND
e. Female			SP	ND
f. Underachievers			SP	SP
6. How state recognizes				
1. Essential or regulatory				
2. Desirable or recommended				
3. Nonessential or optional				
a. Student identification procedures	1	1	1	1
b. Student program placement procedures	1	1		1
c. Multidisciplinary selection teams	1	1	1	2
d. Regular education program modifications	2	1	1	2
e. Written program description relating to each student's needs and abilities	2	1	2	2
f. Adaptations of learning environment	2	1	2	2
g. Use of higher level and critical thinking skills	2	1	2	1
h. Program management plan	1	1	1	2
i. Inservice training plan	2	1	2	1
j. Provisions for program evaluation	1	2	1	1
k. Adaptations of curriculum	2	1	2	1

Table 12 (continued)

	South Dakota	Tennessee	Texas	Utah
1. Total number of G/T students receiving services *number estimated N/A-data not available	4,791*	13,852	113,000	10,000 12,000
2. Total public school enrollment	124,767	800,000		400,000
3. Percent of G/T students by ethnic group	N/A	N/A	N/A	N/A
a. Black				
b. White				
c. Asian/Pacific				
d. Hispanic				
e. American Indian/Alaskan Native				
f. Other				
N/A - information not available				
4. Types of delivery models used	a-k	a-m	a-m	a-l
a. Resource room/pullout				
b. Self-contained classroom				
c. Regular classroom program plans				
d. Independent study				
e. Mentors				
f. Part-time grouping				
g. Cluster grouping				
h. Advanced grade placement				
i. Advanced subject placement				
j. Honors/advanced placement				
k. Individual student plan - IEP				
l. Seminars				
m. Mini-courses				
n. Others				
5. Special provisions for special populations				
Defined by State Policy (SP)				
Defined by Local Policy (LP)				
Not Defined (ND)				
a. Culturally and racially diverse	SP	ND	ND	ND
b. Low socioeconomic	SP	ND	ND	ND
c. Rural			ND	ND
d. Handicapped	SP	SP	ND	ND
e. Female		ND	ND	ND
f. Underachievers	SP	ND	ND	ND
6. How state recognizes				
1. Essential or regulatory				
2. Desirable or recommended				
3. Nonessential or optional				
a. Student identification procedures	1	1	1	2
b. Student program placement procedures	1	1	1	2
c. Multidisciplinary selection teams	1	1		2
d. Regular education program modifications	1	2	2	2
e. Written program description relating to each student's needs and abilities	1	1		1
f. Adaptations of learning environment	1	2	2	2
g. Use of higher level and critical thinking skills	3	2	2	2
h. Program management plan	1	2	2	2
i. Inservice training plan	1	2	2	2
j. Provisions for program evaluation	1	2	2	2
k. Adaptations of curriculum	1	2	1	2

Table 12 (continued)

	Vermont	Virginia	Washington	West Virginia
1. Total number of G/T students receiving services	N/A	81,741(FY 86)	21,708	10,787
*number estimated				
N/A-data not available				
2. Total public school enrollment	100,000	957,438	748,717	351,837
3. Percent of G/T students by ethnic group		N/A		N/A
a. Black			1.1	
b. White	99+		91	
c. Asian/Pacific			5	
d. Hispanic			2	
e. American Indian/Alaskan Native			6	
f. Other				
N/A - information not available				
4. Types of delivery models used	a-m	a-m	a-n(regional cooperative activities)	a-e,g,i-l
a. Resource room/pullout				
b. Self-contained classroom				
c. Regular classroom program plans				
d. Independent study				
e. Mentors				
f. Part-time grouping				
g. Cluster grouping				
h. Advanced grade placement				
i. Advanced subject placement				
j. Honors/advanced placement				
k. Individual student plan or IEP				
l. Seminars				
m. Mini-courses				
n. Others				
5. Special provisions for special populations	N/A			
Defined by State Policy (SP)				
Defined by Local Policy (LP)				
Not Defined (ND)				
a. Culturally and racially diverse		SP	SP	SP
b. Low socioeconomic		SP	SP	SP
c. Rural		ND	ND	ND
d. Handicapped		SP	SP	SP
e. Female		ND	SP	ND
f. Underachievers		ND	SP	ND
6. How state recognizes	Does not recognize			
1. Essential or regulatory				
2. Desirable or recommended				
3. Nonessential or optional				
a. Student identification procedures		1	1	1
b. Student program placement procedures		1	1	1
c. Multidisciplinary selection teams		1	1	1
d. Regular education program modifications		1	2	1
e. Written program description relating to each student's needs and abilities		2	1	1
f. Adaptations of learning environment		1	2	2
g. Use of higher level and critical thinking skills		1	2	2
h. Program management plan		1	1	2
i. Inservice training plan		1	2	1
j. Provisions for program evaluation		1	2	2
k. Adaptations of curriculum		-	2	2

Table 12 (continued)

	Wisconsin	Wyoming	Puerto Rico	Guam
1. Total number of G/T students receiving services *number estimated N/A-data not available	N/A	2,700*	22,500	1,697
2. Total public school enrollment	768,234	100,955	750,000	20,572
3. Percent of G/T students by ethnic group	N/A	N/A		N/A
a. Black				
b. White				
c. Asian/Pacific				
d. Hispanic			100%	
e. American Indian/Alaskan Native				
f. Other				
N/A - information not available				
4. Types of delivery models used	a-n(college courses, tuition paid)	a-f,i,j,l,m,n (magnet school)	b,c,d,g,i,j,k,l,m	a,b,d,e,f,g,h,i,j,l,m
a. Resource room/pullout				
b. Self-contained classroom				
c. Regular classroom program plans				
d. Independent study				
e. Mentors				
f. Part-time grouping				
g. Cluster grouping				
h. Advanced grade placement				
i. Advanced subject placement				
j. Honors/advanced placement				
k. Individual student plan or IEP				
l. Seminars				
m. Mini-courses				
n. Others				
5. Special provisions for special populations				
Defined by State Policy (SP)				
Defined by Local Policy (LP)				
Not Defined (ND)				
a. Culturally and racially diverse	LP(State recommended)	ND	LP	ND
b. Low socioeconomic	LP	ND	LP	ND
c. Rural	LP	ND	LP	ND
d. Handicapped	LP	SP	LP	ND
e. Female	LP	ND	LP	ND
f. Underachievers	LP	LP	LP	ND
6. How state recognizes				
1. Essential or regulatory				
2. Desirable or recommended				
3. Nonessential or optional				
a. Student identification procedures	1	2	1	1
b. Student program placement procedures	2	2	1	1
c. Multidisciplinary selection teams	2	2	1	3
d. Regular education program modifications	2	2		2
e. Written program description relating to each student's needs and abilities	1	2	1	2
f. Adaptations of learning environment	3	2	1	1
g. Use of higher level and critical thinking skills	2	2	1	1
h. Program management plan	1	2	1	1
i. Inservice training plan	1	2	1	1
j. Provisions for program evaluation	1	2	1	1
k. Adaptations of curriculum	2	2	1	1

Table 13

NUMBER OF CHILDREN SERVED UNDER CHAPTER 1 OF ECIA (SOP) AND EHA-B
BY HANDICAPPING CONDITION

DURING SCHOOL YEAR 1986-1987

STATE	ALL CONDITIONS	LEARNING DISABLED	SPEECH IMPAIRED	MENTALLY RETARDED	EMOTIONALLY DISTURBED	HARD OF HEARING & DEAF	MULTI- HANDI- CAPPED	ORTHO- PEDICALLY IMPAIRED	OTHER HEALTH IMPAIRED	VISUALLY HANDI- CAPPED	DEAF- BLIND
ALABAMA	91,231	28,889	28,565	31,486	6,394	1,186	1,852	539	732	437	28
ALASKA	12,211	6,938	3,317	717	390	283	323	142	132	48	9
ARIZONA	53,219	27,984	12,872	5,332	3,951	1,839	1,316	565	531	427	2
ARKANSAS	48,222	22,930	9,376	13,362	476	637	811	329	312	244	14
CALIFORNIA	391,217	220,857	97,688	27,796	16,188	7,481	6,831	7,285	12,167	2,483	147
COLORADO	49,515	22,689	6,248	4,321	6,681	863	3,323	995	0	328	95
CONNECTICUT	64,758	29,496	13,282	4,833	13,166	859	1,289	364	1,123	321	23
DELAWARE	15,275	7,767	2,181	1,586	2,587	296	273	348	161	117	37
DISTRICT OF COLUMBIA	7,114	3,483	1,349	1,281	781	47	124	71	117	25	16
FLORIDA	161,651	79,863	57,866	28,615	28,733	1,615	0	2,481	2,893	885	68
GEORGIA	93,229	25,778	22,322	24,845	17,253	1,457	0	784	256	572	58
HAWAII	11,658	6,588	2,347	1,214	328	216	251	489	18	86	9
IDaho	18,648	9,614	3,858	3,886	583	377	255	368	482	179	8
ILLINOIS	248,189	108,848	72,784	31,883	31,811	3,687	0	4,382	1,778	1,416	88
INDIANA	185,978	35,872	48,825	22,388	4,853	1,242	1,584	616	242	579	47
IOIA	56,285	22,889	12,958	11,837	6,248	881	715	1,182	3	233	45
KANSAS	42,373	18,886	12,385	6,227	4,383	723	683	684	281	249	42
KENTUCKY	73,711	21,658	26,435	19,148	2,853	828	1,481	554	357	484	11
LOUISIANA	73,852	31,611	21,231	11,678	3,716	1,586	1,186	1,827	1,148	483	34
MAINE	28,841	18,878	6,236	3,917	4,196	415	1,876	416	388	128	7
MARYLAND	98,284	48,927	24,241	6,398	3,884	1,151	2,777	625	782	525	72
MASSACHUSETTS	143,638	48,482	34,427	38,844	19,512	2,183	3,277	1,796	3,387	954	59
MICHIGAN	161,446	64,884	42,836	22,717	21,823	2,749	1,848	4,895	749	885	0
MINNESOTA	82,487	36,919	19,177	12,631	9,663	1,432	19	1,426	613	486	21
MISSISSIPPI	55,883	24,538	18,722	18,442	292	588	388	582	0	229	12
MISSOURI	98,882	41,898	29,885	18,718	8,188	895	638	744	394	318	77
MONTANA	15,388	7,536	4,827	1,328	676	273	376	149	191	184	29
NEBRASKA	38,171	12,888	6,934	4,891	2,283	572	547	712	0	184	0
NEVADA	14,743	6,151	3,233	1,813	1,488	169	677	138	212	63	1
NEW HAMPSHIRE	18,323	8,387	3,278	1,847	1,488	234	318	173	296	186	16
NEW JERSEY	172,818	75,879	58,353	7,713	14,687	1,411	11,874	716	788	591	46
NEW MEXICO	29,616	13,883	9,385	2,314	2,995	442	834	445	151	137	48
NEW YORK	292,981	152,488	37,888	28,488	48,113	4,733	12,743	3,329	4,341	1,728	53
NORTH CAROLINA	189,214	44,717	27,412	22,476	7,752	1,928	1,882	942	1,857	625	23
NORTH DAKOTA	12,279	5,251	4,188	1,752	1,488	184	0	225	133	78	21
OHIO	199,211	74,723	54,483	51,883	7,521	2,446	4,182	3,791	0	975	7
OKLAHOMA	65,285	28,886	28,844	11,728	1,267	837	1,738	423	248	381	43
OREGON	47,487	25,529	11,588	4,288	2,635	1,123	0	1,857	833	482	32
PENNSYLVANIA	283,258	76,852	58,436	42,485	18,886	3,441	2	1,953	0	1,487	12
PUERTO RICO	38,858	8,127	2,614	28,297	1,884	1,585	2,439	948	1,832	959	131
RHODE ISLAND	19,527	12,486	3,454	1,272	1,424	219	188	258	253	83	6
SOUTH CAROLINA	73,299	24,785	21,413	17,776	6,379	1,888	551	785	188	445	9
SOUTH DAKOTA	14,834	5,316	5,152	1,658	598	329	582	218	188	68	39
TENNESSEE	94,433	44,589	28,127	14,537	2,437	1,575	1,557	1,812	1,738	625	28
TEXAS	381,222	157,888	88,888	28,479	22,213	4,836	4,153	4,458	6,728	2,261	77
UTAH	42,811	15,888	6,847	3,825	18,886	731	1,684	348	453	272	27
VERMONT	11,488	4,519	3,572	2,834	588	189	185	123	137	59	7
VIRGINIA	183,727	47,317	29,299	14,528	7,733	1,384	1,592	691	486	767	18
WASHINGTON	78,282	34,257	15,611	8,753	3,384	1,584	2,898	1,298	2,482	985	46
WEST VIRGINIA	47,556	19,473	13,948	9,985	2,428	484	378	412	283	278	31
WISCONSIN	76,887	22,788	16,221	6,188	9,552	399	17,743	741	248	286	3
WYOMING	18,883	4,888	3,349	643	544	192	781	226	297	53	0
AMERICAN SAMOA	178	0	82	97	0	13	8	3	0	1	4
GUAM	1,852	734	281	688	41	32	99	31	10	6	8
NORTHERN MARIANAS TRUST TERRITORIES	585	388	48	64	1	28	68	79	6	4	3
VIRGIN ISLANDS	124	0	26	46	12	1	23	2	0	3	11
BUR. OF INDIAN AFFAIRS	5,388	2,884	1,377	458	273	27	261	48	58	18	0
U.S. & INSULAR AREAS	4,421,881	1,928,897	1,148,422	684,424	384,888	66,761	99,416	58,328	52,658	27,849	1,786
50 STATES, D.C. & P.R.	4,413,498	1,922,191	1,138,726	683,888	384,353	66,688	98,985	58,173	52,586	27,825	1,748

THE FIGURES REPRESENT CHILDREN 0-20 YEARS OLD SERVED UNDER CHAPTER 1 OF ECIA (SOP)
AND CHILDREN 3-21 YEARS OLD SERVED UNDER EHA-B.

DATA AS OF OCTOBER 1, 1987.

Table 14

NUMBER OF CHILDREN 3 - 21 YEARS OLD SERVED UNDER EHA-B
BY HANDICAPPING CONDITION

DURING SCHOOL YEAR 1986-1987

STATE	ALL CONDITIONS	LEARNING DISABLED	SPEECH IMPAIRED	MENTALLY RETARDED	EMOTIONALLY DISTURBED	HARD OF HEARING & DEAF	MULTI- HANDI- CAPPED	ORTHO- PEDICALLY IMPAIRED	OTHER HEALTH IMPAIRED	VISUALLY HANDI- CAPPED	DEAF- BLIND
ALABAMA	90,419	28,889	20,565	31,374	6,213	830	979	530	723	364	12
ALASKA	9,895	5,356	2,400	334	343	133	236	100	97	27	9
ARIZONA	51,989	27,983	11,912	5,251	5,950	549	1,165	499	366	292	2
ARKANSAS	44,792	22,870	9,264	11,071	481	369	338	73	245	90	12
CALIFORNIA	388,713	219,961	97,688	28,733	9,772	6,649	6,829	7,285	12,146	2,417	122
COLORADO	45,198	22,455	7,888	2,999	8,351	679	1,923	639	0	254	10
CONNECTICUT	61,392	28,446	13,272	3,973	12,635	786	826	360	1,120	42	12
DELAWARE	11,419	6,660	1,834	751	1,818	72	201	38	28	17	0
DISTRICT OF COLUMBIA	2,527	900	1,240	192	72	31	4	5	3	0	0
FLORIDA	173,277	70,063	57,066	20,680	19,134	1,290	0	2,277	2,054	684	49
GEORGIA	90,270	25,742	22,204	24,106	16,042	835	0	677	237	417	10
HAWAII	11,171	6,558	2,347	1,065	475	191	153	383	2	76	1
IDAH0	18,323	9,614	3,850	2,987	479	255	222	368	462	80	6
ILLINOIS	210,415	94,525	78,887	20,685	19,612	1,506	0	1,454	1,116	628	2
INDIANA	97,425	34,006	39,271	17,777	3,588	680	450	423	59	332	39
IOWA	55,738	22,009	12,950	11,858	6,104	726	687	1,156	0	174	14
KANSAS	40,351	16,757	11,930	5,883	4,083	470	356	448	229	179	14
KENTUCKY	70,352	21,450	26,061	18,919	2,557	500	793	385	265	318	4
LOUISIANA	69,580	31,501	21,173	9,614	3,320	1,048	643	771	1,058	364	8
MAINE	25,583	10,843	6,193	3,541	3,664	305	898	371	364	128	4
MARYLAND	88,530	49,891	24,231	5,976	3,539	800	2,375	595	761	343	19
MASSACHUSETTS	128,186	44,510	29,880	27,317	17,557	1,785	2,627	1,428	1,938	807	59
MICHIGAN	149,384	64,841	42,536	15,335	18,965	2,613	169	4,095	0	830	0
MINNESOTA	81,986	36,919	19,177	12,410	9,571	1,288	0	1,426	813	365	17
MISSISSIPPI	54,626	24,533	18,569	10,859	290	326	286	524	0	118	1
MISSOURI	97,218	41,950	29,865	14,541	8,070	713	599	744	394	275	67
MONTANA	14,755	7,532	4,591	1,195	634	162	276	125	165	62	15
NEBRASKA	29,899	12,068	8,934	4,831	2,178	519	516	712	0	149	0
NEVADA	14,826	8,142	3,889	927	908	189	492	111	125	62	1
NEW HAMPSHIRE	15,354	9,241	3,216	799	1,399	80	179	144	267	26	3
NEW JERSEY	166,196	75,087	58,353	6,132	14,216	1,171	9,047	622	689	156	3
NEW MEXICO	29,413	13,083	9,365	2,296	2,927	310	718	445	161	90	16
NEW YORK	250,318	149,063	27,286	22,527	38,461	2,157	5,098	1,081	2,822	1,093	13
NORTH CAROLINA	185,945	44,667	27,483	21,455	7,143	1,197	1,080	688	1,571	536	5
NORTH DAKOTA	11,664	5,248	4,118	1,520	467	107	0	96	65	43	0
OHIO	191,445	74,723	54,483	43,740	7,335	2,327	4,182	3,791	0	857	7
OKLAHOMA	63,986	28,041	20,644	11,388	1,142	585	1,339	399	214	193	41
OREGON	41,784	25,360	11,307	1,784	2,184	120	0	575	578	35	1
PENNSYLVANIA	181,625	74,892	56,336	32,854	13,982	2,441	0	973	0	1,018	9
PUERTO RICO	38,686	8,126	2,814	19,450	1,559	1,504	2,342	894	997	959	131
RHODE ISLAND	18,705	12,356	3,418	1,045	1,264	169	57	178	165	57	2
SOUTH CAROLINA	72,338	24,616	21,413	17,343	6,345	871	412	763	188	378	9
SOUTH DAKOTA	13,534	5,317	5,152	1,526	510	258	494	126	100	42	3
TENNESSEE	95,169	44,571	28,126	14,288	2,045	1,236	1,515	1,012	1,708	666	22
TEXAS	290,185	156,760	68,315	25,928	21,869	924	3,506	4,832	7,108	1,702	41
UTAH	48,882	15,958	8,733	3,382	10,728	285	1,277	218	268	114	7
VERMONT	8,855	4,390	2,897	788	476	181	10	55	87	39	4
VIRGINIA	181,874	47,306	29,296	14,275	7,428	1,000	1,287	677	437	163	3
WASHINGTON	66,436	33,567	15,312	7,790	3,150	1,249	1,307	963	2,261	889	11
WEST VIRGINIA	45,857	19,394	13,941	9,365	2,317	312	378	293	83	174	0
WISCONSIN	73,351	22,710	17,710	5,250	9,367	280	17,338	464	145	165	2
WYOMING	9,564	4,786	2,789	584	489	132	689	110	177	48	0
AMERICAN SAMOA	114	0	52	50	0	10	0	0	0	0	2
GUAM	1,463	732	190	518	0	0	0	15	0	0	0
NORTHERN MARIANAS	184	100	15	20	0	9	18	16	3	2	1
TRUST TERRITORIES	-	-	-	-	-	-	-	-	-	-	-
VIRGIN ISLANDS	-	-	-	-	-	-	-	-	-	-	-
BUR. OF INDIAN AFFAIRS	5,366	2,864	1,377	450	273	27	261	40	56	10	0
U.S. & INSULAR AREAS	4,166,692	1,900,739	1,114,410	577,749	341,294	45,060	75,730	46,692	44,966	19,201	851
50 STATES, D.C. & P.R.	4,159,565	1,897,843	1,112,776	576,783	341,021	45,014	75,451	46,62	44,899	19,189	848

DATA AS OF OCTOBER 1, 1987.

Table 15

NUMBER OF CHILDREN 3 - 5 YEARS OLD SERVED UNDER EHA-B
BY HANDICAPPING CONDITION

DURING SCHOOL YEAR 1986-1987

STATE	ALL CONDITIONS	LEARNING DISABLED	SPEECH IMPAIRED	MENTALLY RETARDED	EMOTIONALLY DISTURBED	HARD OF HEARING & DEAF	MULTI- HANDI- CAPPED	ORTHO- PEDICALLY IMPAIRED	OTHER HEALTH IMPAIRED	VISUALLY HANDI- CAPPED	DEAF- BLIND
ALABAMA	2,666	34	2,229	177	23	31	63	47	55	7	0
ALASKA	767	34	633	8	0	19	50	10	10	3	0
ARIZONA	2,623	171	1,819	276	64	56	105	88	6	38	0
ARKANSAS	2,505	60	2,067	131	9	67	87	11	56	16	1
CALIFORNIA	23,700	2,571	13,530	3,149	150	926	1,206	1,341	541	269	15
COLORADO	1,489	233	774	48	36	54	255	52	0	18	1
CONNECTICUT	4,506	302	3,413	188	137	136	185	76	155	11	1
DELAWARE	789	285	286	66	26	7	28	1	7	3	0
DISTRICT OF COLUMBIA	378	11	342	2	1	4	3	5	2	0	0
FLORIDA	8,947	134	6,795	925	211	216	0	483	169	89	5
GEORGIA	4,442	26	3,443	557	243	58	0	82	9	24	0
HAWAII	561	42	328	56	9	30	43	64	0	9	0
IDAH0	1,278	130	828	179	11	12	41	29	33	4	3
ILLINOIS	22,076	3,875	15,387	680	1,678	136	0	273	87	40	0
INDIANA	5,899	55	4,459	356	13	59	117	23	0	7	2
IOWA	4,929	80	2,848	1,228	207	106	97	241	0	28	5
KANSAS	2,801	127	921	275	86	93	56	87	28	23	2
KENTUCKY	4,343	44	499	194	11	28	36	35	15	10	1
LOUISIANA	5,130	244	3,616	623	37	147	129	148	156	36	2
MAINE	2,148	63	1,496	196	87	48	128	75	44	19	0
MARYLAND	5,971	848	3,597	384	88	109	528	188	188	51	0
MASSACHUSETTS	8,041	475	3,895	1,485	660	274	306	411	475	80	0
MICHIGAN	4,517	1,351	8,816	595	298	338	28	888	0	83	0
MINNESOTA	8,731	752	5,658	1,246	263	195	0	324	227	60	6
MISSISSIPPI	2,841	1	2,631	187	0	15	20	56	0	11	0
MISSOURI	5,297	423	4,839	227	216	50	213	72	17	19	21
MONTANA	1,484	42	1,143	88	21	29	41	22	11	7	0
NEBRASKA	2,758	152	1,816	358	37	66	121	164	0	36	0
NEVADA	844	159	422	28	7	36	167	15	2	8	0
NEW HAMPSHIRE	1,165	17	857	31	13	14	64	50	52	6	1
NEW JERSEY	12,506	553	7,452	84	47	50	4,280	26	11	3	0
NEW MEXICO	1,249	33	691	183	86	21	132	54	40	6	3
NEW YORK	5,410	692	3,352	285	373	182	80	63	453	90	0
NORTH CAROLINA	5,541	32	4,673	459	48	65	138	59	61	13	1
NORTH DAKOTA	1,808	67	853	43	12	8	0	13	7	5	0
OHIO	7,285	132	5,774	285	87	298	494	189	0	35	1
OKLAHOMA	5,635	161	4,431	214	14	182	508	111	43	37	14
OREGON	1,177	28	1,836	45	10	4	0	18	27	9	0
PENNSYLVANIA	7,134	357	5,727	586	168	179	0	74	0	50	1
PUERTO RICO	2,279	68	922	384	79	132	306	116	264	83	5
RHODE ISLAND	1,290	343	626	94	44	22	25	29	12	5	0
SOUTH CAROLINA	5,671	14	4,562	627	14	91	235	63	39	26	0
SOUTH DAKOTA	1,813	123	1,280	85	14	36	189	46	26	11	3
TENNESSEE	6,746	126	5,697	343	10	128	200	153	57	26	6
TEXAS	20,137	2,117	13,798	1,676	247	123	545	720	636	267	8
UTAH	2,093	283	1,145	188	219	18	167	39	21	13	0
VERMONT	487	18	413	36	5	6	3	2	2	2	0
VIRGINIA	8,944	1,295	6,276	760	144	123	176	105	48	17	0
WASHINGTON	6,562	305	4,234	954	174	234	261	261	93	46	0
WEST VIRGINIA	2,813	24	2,151	149	23	47	375	31	8	5	0
WISCONSIN	8,934	292	5,915	120	242	29	2,226	72	19	19	0
WYOMING	381	17	238	17	1	2	11	6	15	2	0
AMERICAN SAMOA	4	0	0	4	0	0	0	0	0	0	0
GUAM	63	0	55	0	0	0	0	0	0	0	0
NORTHERN MARIANAS	26	1	3	7	0	0	0	7	1	0	0
TRUST TERRITORIES	-	-	-	-	-	-	-	-	-	-	-
VIRGIN ISLANDS	-	-	-	-	-	-	-	-	-	-	-
BUR. OF INDIAN AFFAIRS	274	54	174	16	2	2	14	2	10	0	0
U.S. & INSULAR AREAS	265,814	20,068	184,727	21,157	6,789	5,177	14,380	7,459	4,238	1,785	114
50 STATES, D.C. & P.R.	265,447	20,013	184,495	21,130	5,707	5,173	14,360	7,443	4,227	1,785	114

DATA AS OF OCTOBER 1, 1987.

Table 16

NUMBER OF CHILDREN 6 - 11 YEARS OLD SERVED UNDER ENA-8
BY HANDICAPPING CONDITION

DURING SCHOOL YEAR 1986-1987

STATE	ALL CONDITIONS	LEARNING DISABLED	SPEECH IMPAIRED	MENTALLY RETARDED	EMOTIONALLY DISTURBED	HARD OF HEARING & DEAF	MULTI- HANDI- CAPPED	ORTHO- PEDICALLY IMPAIRED	OTHER HEALTH IMPAIRED	VISUALLY HANDI- CAPPED	DEAF- BLIND
ALABAMA	37,753	9,009	16,350	6,500	2,474	320	441	230	200	134	6
ALASKA	4,004	2,416	1,673	107	120	54	91	63	56	13	3
ARIZONA	25,206	11,784	9,179	1,671	1,348	210	447	240	43	131	1
ARKANSAS	20,425	8,905	6,671	4,163	215	167	131	27	97	30	10
CALIFORNIA	196,620	96,616	71,061	6,507	3,355	2,779	2,250	2,781	5,942	1,016	29
COLORADO	22,629	10,656	6,174	1,016	3,134	304	336	336	0	120	3
CONNECTICUT	27,005	12,634	8,672	1,227	3,700	200	336	132	478	17	5
DELAWARE	5,700	3,181	1,462	282	607	40	112	0	5	5	0
DISTRICT OF COLUMBIA	1,276	381	830	36	9	16	1	0	1	0	0
FLORIDA	91,655	30,904	43,111	7,276	7,070	547	0	1,013	455	305	14
GEORGIA	44,780	10,007	17,254	8,930	7,570	400	0	321	107	194	6
HAWAII	5,206	2,502	1,782	309	164	92	0	0	1	36	1
IDAH0	9,007	5,006	2,856	1,100	157	133	0	102	76	34	0
ILLINOIS	102,500	30,717	50,124	5,675	5,171	707	12	0	579	301	0
INDIANA	55,282	14,046	32,400	6,427	1,440	320	200	200	28	130	22
IOWA	25,556	6,827	9,348	4,227	2,027	295	241	516	0	76	3
KANSAS	21,407	7,572	9,305	2,242	1,415	200	100	218	83	82	6
KENTUCKY	36,421	7,272	20,000	6,473	1,923	250	421	107	120	179	2
LOUISIANA	28,834	7,936	14,900	3,120	1,120	471	207	343	400	107	3
MAINE	12,217	4,308	4,173	1,347	1,412	133	405	212	100	56	3
MARYLAND	40,517	19,461	16,200	1,847	1,003	347	910	252	320	146	5
MASSACHUSETTS	50,735	22,071	13,440	12,543	6,242	718	1,195	479	710	299	30
MICHIGAN	68,003	24,116	30,505	5,003	6,142	1,000	31	1,000	0	340	0
MINNESOTA	37,236	16,702	12,636	4,302	2,402	572	0	647	320	148	6
MISSISSIPPI	25,909	7,005	14,307	3,122	2,402	117	0	254	0	30	0
MISSOURI	50,240	17,053	23,126	5,000	3,100	345	210	351	102	133	34
MONTANA	7,600	3,413	3,236	450	211	70	115	67	72	30	0
NEBRASKA	15,119	5,226	6,506	1,732	792	207	214	300	0	54	0
NEVADA	6,904	3,476	2,300	346	370	60	147	48	22	29	0
NEW HAMPSHIRE	6,715	3,000	2,013	200	413	30	73	60	120	8	2
NEW JERSEY	63,101	30,101	45,127	1,406	3,111	524	2,330	244	125	62	3
NEW MEXICO	14,306	5,404	6,200	700	1,172	127	276	210	50	44	9
NEW YORK	101,900	57,256	19,900	6,755	13,015	683	2,235	440	1,079	401	7
NORTH CAROLINA	51,575	17,430	20,921	7,004	2,974	572	403	402	0	261	2
NORTH DAKOTA	6,057	2,231	2,901	527	140	54	0	47	35	23	0
OHIO	95,054	28,035	44,007	14,005	2,530	1,030	1,907	1,202	0	404	4
OKLAHOMA	33,079	11,422	15,421	4,571	420	274	502	179	61	91	20
OREGON	22,354	11,444	9,100	555	603	50	0	222	210	11	1
PENNSYLVANIA	89,504	27,300	45,549	10,202	4,444	1,004	0	300	0	441	0
PUERTO RICO	13,002	3,552	1,126	5,002	4,534	470	612	100	314	200	30
RHODE ISLAND	6,004	5,217	2,472	300	421	72	13	90	45	25	1
SOUTH CAROLINA	35,000	10,700	15,630	5,412	2,700	420	79	300	0	100	4
SOUTH DAKOTA	6,900	2,150	3,005	070	120	147	192	0	0	12	4
TENNESSEE	46,001	17,001	20,000	4,031	703	520	0	0	31	373	11
TEXAS	137,240	64,543	49,020	8,000	7,315	302	1,430	420	2,720	004	15
UTAH	24,000	9,300	7,273	1,300	5,022	103	573	0	130	00	5
VERMONT	4,725	2,000	2,074	300	120	50	3	32	42	22	2
VIRGINIA	47,904	16,002	20,773	4,500	2,343	402	400	371	210	66	1
WASHINGTON	32,005	14,402	10,372	2,900	1,103	574	407	431	1,740	372	0
WEST VIRGINIA	22,555	7,015	10,300	3,200	000	130	3	133	32	97	0
WISCONSIN	30,644	7,455	10,510	1,002	2,050	60	8,340	200	50	07	0
WYOMING	5,316	2,127	2,240	174	104	05	351	05	00	25	0
AMERICAN SAMOA	50	0	43	10	0	5	0	0	0	0	1
GUAM	400	207	110	155	0	0	0	0	0	0	0
NORTHERN MARIANAS	103	70	7	0	0	1	5	0	0	0	0
TRUST TERRITORIES	-	-	-	-	-	-	-	-	-	-	-
VIRGIN ISLANDS	-	-	-	-	-	-	-	-	-	-	-
BUR. OF INDIAN AFFAIRS	2,578	1,104	000	102	103	16	130	27	33	5	0
U.S. & INSULAR AREAS	2,012,033	776,705	820,307	195,006	121,000	19,414	30,079	19,350	10,300	6,203	342
50 STATES, D.C. & P.R.	2,000,004	777,295	819,340	194,719	120,905	19,302	30,035	19,319	10,320	6,278	341

DATA AS OF OCTOBER 1, 1987.

PRODUCED BY ED/SEP DATA ANALYSIS SYSTEM (DAHS), JANUARY 11, 1988.

Table 17

NUMBER OF CHILDREN 12 - 17 YEARS OLD SERVED UNDER EHA-B
BY HANDICAPPING CONDITION

DURING SCHOOL YEAR 1986-1987

STATE	ALL CONDITIONS	LEARNING DISABLED	SPEECH IMPAIRED	MENTALLY RETARDED	EMOTIONALLY DISTURBED	HARD OF HEARING & DEAF	MULTI- HANDI- CAPPED	ORTHO- PEDICALLY IMPAIRED	OTHER HEALTH IMPAIRED	VISUALLY HANDI- CAPPED	DEAF- BLIND
ALABAMA	41,447	17,048	1,000	17,017	3,228	405	349	203	364	141	3
ALASKA	3,385	2,095	151	157	205	52	50	24	27	11	4
ARIZONA	21,734	14,884	876	2,376	2,374	251	426	144	297	105	1
ARKANSAS	20,169	12,978	514	6,071	227	124	181	35	84	34	1
CALIFORNIA	152,696	111,458	12,346	10,137	5,646	2,330	1,771	2,616	5,144	1,013	30
COLORADO	19,259	10,085	918	1,579	4,777	232	687	221	0	104	0
CONNECTICUT	25,327	14,259	1,151	1,872	7,211	223	288	111	413	14	5
DELAWARE	4,474	2,912	83	332	1,020	23	54	29	14	7	0
DISTRICT OF COLUMBIA	719	491	67	90	81	10	0	0	0	0	0
FLORIDA	66,669	36,418	6,985	10,174	10,500	454	0	739	1,305	206	22
GEORGIA	37,753	14,807	1,488	12,091	7,000	324	0	250	110	170	3
HAWAII	5,005	3,772	236	524	250	50	43	84	1	28	0
IDAH0	5,996	4,113	156	1,178	206	81	0	82	87	25	0
ILLINOIS	78,356	47,008	5,212	12,067	11,337	011	0	511	062	200	1
INDIANA	34,128	19,285	2,313	9,748	2,026	272	115	167	17	177	14
IOWA	22,515	12,006	632	5,208	3,508	291	240	337	0	50	5
KANSAS	14,788	8,473	583	2,849	2,467	155	94	121	115	00	2
KENTUCKY	26,806	13,036	1,405	9,906	1,531	194	205	158	105	121	1
LOUISIANA	30,871	20,933	2,445	4,261	1,900	322	105	235	364	145	1
MAINE	10,064	5,136	506	1,671	2,025	107	322	69	100	39	1
MARYLAND	36,968	26,684	4,061	2,544	2,178	298	716	134	202	128	5
MASSACHUSETTS	55,000	29,352	12,392	11,567	7,000	662	1,101	441	061	275	29
MICHIGAN	60,956	36,108	3,139	7,279	11,631	1,043	20	1,371	0	367	0
MINNESOTA	32,993	18,345	1,450	5,465	6,450	405	0	404	237	147	1
MISSISSIPPI	23,000	15,171	1,516	5,707	192	156	72	184	0	62	0
MISSOURI	38,215	22,212	2,509	7,947	4,445	279	151	200	106	106	10
MONTANA	5,135	3,749	195	523	308	48	99	35	73	24	3
NEBRASKA	10,777	6,175	521	2,190	1,209	222	137	200	0	55	0
NEVADA	5,733	4,232	256	426	506	57	83	42	93	23	1
NEW HAMPSHIRE	6,952	5,144	333	305	926	25	30	22	75	12	0
NEW JERSEY	63,747	41,787	5,544	3,181	9,972	503	1,936	208	475	79	0
NEW MEXICO	12,095	7,104	2,335	1,017	1,591	147	273	137	53	35	3
NEW YORK	126,067	83,206	3,839	11,542	22,846	962	2,152	455	1,114	526	0
NORTH CAROLINA	43,705	24,062	1,706	11,391	3,918	407	356	312	622	240	1
NORTH DAKOTA	4,067	2,675	209	731	293	42	0	23	22	12	0
OHIO	79,751	42,253	3,818	24,785	4,408	629	1,362	2,005	0	377	0
OKLAHOMA	23,269	15,332	778	5,067	652	183	204	97	69	61	0
OREGON	16,625	12,925	1,049	800	1,319	51	0	225	248	10	0
PENNSYLVANIA	75,559	42,399	4,005	17,004	8,482	1,005	0	309	0	473	2
PUERTO RICO	17,910	4,141	374	10,090	578	408	706	178	296	331	50
RHODE ISLAND	8,098	6,334	312	463	745	62	13	43	105	21	0
SOUTH CAROLINA	27,993	12,981	1,179	9,434	3,516	325	59	290	49	157	3
SOUTH DAKOTA	4,272	2,777	179	739	342	71	93	17	38	15	1
TENNESSEE	37,161	24,396	1,067	7,379	1,139	492	487	308	900	248	5
TEXAS	119,121	62,100	4,577	12,006	13,394	374	1,197	1,364	3,346	673	10
UTAH	13,182	6,052	311	1,447	4,602	96	375	73	105	39	2
VERMONT	3,352	2,109	306	301	323	34	4	21	37	13	2
VIRGINIA	40,032	25,199	2,159	6,907	4,551	410	525	155	146	71	1
WASHINGTON	25,545	17,646	605	3,184	1,702	410	433	243	072	306	4
WEST VIRGINIA	10,348	10,814	973	4,901	1,343	113	0	101	54	06	0
WISCONSIN	30,195	13,644	1,249	3,118	5,074	92	5,907	174	64	72	1
WYOMING	3,544	2,423	217	244	304	00	109	33	49	19	0
AMERICAN SAMOA	47	0	9	32	0	5	0	0	0	0	1
GUAM	797	405	17	309	0	0	0	3	3	0	0
NORTHERN MARIANAS	32	11	0	10	0	4	7	0	0	0	0
TRUST TERRITORIES	-	-	-	-	-	-	-	-	-	-	-
VIRGIN ISLANDS	-	-	-	-	-	-	-	-	-	-	-
BUR. OF INDIAN AFFAIRS	2,258	1,402	292	215	181	6	77	11	9	5	0
U.S. & INSULAR AREAS	1,696,564	1,016,576	105,206	293,312	196,314	17,392	23,715	16,222	19,584	7,910	253
50 STATES, D.C. & P.R.	1,693,430	1,014,618	104,968	292,746	196,153	17,377	23,631	16,206	19,572	7,905	252

DATA AS OF OCTOBER 1, 1987

Table 18

NUMBER OF CHILDREN 18 -- 21 YEARS OLD SERVED UNDER EHA-B
BY HANDICAPPING CONDITION

DURING SCHOOL YEAR 1986-1987

STATE	ALL CONDITIONS	LEARNING DISABLED	SPEECH IMPAIRED	MENTALLY RETARDED	EMOTIONALLY DISTURBED	HARD OF HEARING & DEAF	MULTI- HANDI- CAPPED	ORTHO- PEDICALLY IMPAIRED	OTHER HEALTH IMPAIRED	VISUALLY HANDI- CAPPED	DEAF- BLIND
ALABAMA	8,553	2,718	97	4,889	488	74	126	59	95	22	3
ALASKA	339	211	3	62	10	8	36	3	4	0	2
ARIZONA	2,384	1,144	38	728	164	24	187	21	48	18	0
ARKANSAS	1,893	927	12	786	10	10	19	0	8	1	0
CALIFORNIA	15,889	7,114	671	4,859	621	414	791	547	519	119	43
COLORADO	1,821	881	22	358	384	39	95	30	0	12	0
CONNECTICUT	3,754	1,251	36	786	1,488	59	58	21	74	0	1
DELAWARE	456	282	3	71	85	2	7	2	2	2	0
DISTRICT OF COLUMBIA	182	97	1	62	1	1	0	0	0	0	0
FLORIDA	5,886	2,549	175	2,285	445	73	0	122	125	24	8
GEORGIA	3,288	982	19	1,928	331	53	0	24	5	23	1
HAWAII	299	152	1	85	24	18	9	14	0	3	0
IDAH0	1,458	385	8	441	45	29	101	155	286	17	3
ILLINOIS	7,481	3,265	164	2,323	1,426	52	0	91	61	18	1
INDIANA	2,816	1,429	39	1,254	187	29	18	24	6	18	1
IONA	2,736	1,076	24	1,143	272	34	189	62	0	12	4
KANSAS	1,355	585	11	517	175	16	29	22	3	5	1
KENTUCKY	2,722	1,184	27	1,356	92	28	71	25	19	8	0
LOUISIANA	4,585	2,388	122	1,589	174	188	62	53	58	16	2
MAINE	1,874	476	18	327	148	25	43	15	24	6	0
MARYLAND	5,874	2,988	293	1,291	312	46	221	21	53	18	3
MASSACHUSETTS	5,298	1,612	153	1,742	1,855	131	225	95	84	153	0
MICHIGAN	7,828	3,868	76	2,378	894	172	90	310	0	48	0
MINNESOTA	3,826	1,129	31	1,387	357	36	0	51	28	18	4
MISSISSIPPI	2,758	1,498	35	1,123	18	38	17	38	0	6	1
MISSOURI	3,457	1,682	181	1,288	243	39	25	41	29	17	2
MONTANA	527	328	17	125	14	9	21	1	7	1	4
NEBRASKA	1,253	515	11	551	72	24	44	32	0	4	0
NEVADA	545	275	11	127	23	8	85	6	8	2	0
NEW HAMPSHIRE	582	388	13	83	47	11	12	4	12	0	0
NEW JERSEY	6,782	3,288	238	1,481	1,088	94	491	84	78	12	0
NEW MEXICO	1,163	542	131	389	78	15	37	36	9	5	1
NEW YORK	16,281	8,646	166	4,825	2,227	218	631	123	176	76	1
NORTH CAROLINA	5,844	2,323	43	2,131	211	73	183	55	82	22	1
NORTH DAKOTA	532	275	5	219	13	3	0	13	1	3	0
OHIO	8,635	3,583	92	3,785	318	179	419	335	0	41	0
OKLAHOMA	1,863	1,128	14	716	48	26	35	12	1	4	1
OREGON	1,628	963	33	384	112	6	0	110	95	5	0
PENNSYLVANIA	9,428	3,976	175	4,122	816	143	0	142	0	54	0
PUERTO RICO	5,485	385	392	2,788	368	484	456	324	123	257	38
RHODE ISLAND	743	484	8	189	54	13	6	8	3	6	1
SOUTH CAROLINA	3,814	855	34	1,878	188	29	39	60	12	7	2
SOUTH DAKOTA	458	259	8	132	25	4	28	1	5	4	1
TENNESSEE	4,881	2,248	76	1,715	111	98	178	62	116	19	0
TEXAS	13,879	7,928	114	3,577	913	85	325	279	488	78	8
UTAH	919	233	4	381	197	8	162	9	3	2	0
VERMONT	291	151	22	85	28	5	0	0	0	2	0
VIRGINIA	4,834	2,158	98	2,829	388	57	146	46	25	9	1
WASHINGTON	2,234	1,134	21	691	98	31	126	28	87	25	1
WEST VIRGINIA	2,141	941	34	1,016	91	18	0	28	9	6	0
WISCONSIN	3,578	1,319	36	928	481	11	859	18	8	7	1
WYOMING	481	219	13	73	29	5	48	6	15	2	0
AMERICAN SAMOA	4	0	0	4	0	0	0	0	0	0	0
GUAM	114	68	0	54	0	0	0	0	0	0	0
NORTHERN MARIANAS	23	9	5	3	0	2	0	1	0	2	1
TRUST TERRITORIES	-	-	-	-	-	-	-	-	-	-	-
VIRGIN ISLANDS	-	-	-	-	-	-	-	-	-	-	-
BUR. OF INDIAN AFFAIRS	256	144	22	45	7	3	31	0	4	0	0
U.S. & INSULAR AREAS	192,281	85,330	4,088	68,214	17,283	3,877	8,656	3,652	2,784	1,223	142
50 STATES, D.C. & P.R.	191,884	85,117	3,973	68,188	17,196	3,872	8,625	3,651	2,780	1,221	141

DATA AS OF OCTOBER 1, 1987.

Table 19

NUMBER OF CHILDREN 0-20 YEARS OLD SERVED UNDER CHAPTER 1 OF ECIA (SOF)
BY HANDICAPPING CONDITION

DURING SCHOOL YEAR 1986-1987

STATE	ALL CONDITIONS	LEARNING DISABLED	SPEECH IMPAIRED	MENTALLY RETARDED	EMOTIONALLY DISTURBED	HARD OF HEARING & DEAF	MULTI- HANDI- CAPPED	ORTHO- PEDICALLY IMPAIRED	OTHER HEALTH IMPAIRED	VISUALLY HANDI- CAPPED	DEAF- BLIND
ALABAMA	612	0	0	124	161	276	73	0	9	133	16
ALASKA	3,116	1,562	857	363	47	70	67	42	35	13	0
ARIZONA	1,230	1	100	81	1	490	151	66	145	135	0
ARKANSAS	3,430	60	112	2,231	15	269	273	247	67	154	2
CALIFORNIA	2,564	96	0	1,065	400	812	11	0	21	66	25
COLORADO	4,317	234	300	1,322	310	184	1,400	356	0	66	85
CONNECTICUT	3,366	1,052	10	800	531	153	463	4	3	279	11
DELAWARE	3,856	1,107	237	845	769	224	72	302	133	100	37
DISTRICT OF COLUMBIA	4,567	2,423	109	1,000	669	16	120	66	114	25	16
FLORIDA	8,374	0	0	5,955	1,599	525	0	124	30	121	11
GEORGIA	2,950	26	118	730	1,211	622	0	27	19	155	40
HAWAII	467	30	0	149	53	25	98	106	6	18	6
IDAHO	317	0	0	30	24	122	33	0	0	99	0
ILLINOIS	37,754	6,315	1,877	10,996	11,999	2,181	0	2,840	662	790	64
INDIANA	8,553	266	754	4,621	465	562	1,054	393	163	247	8
IOWA	467	0	0	79	136	125	28	6	3	59	31
KANSAS	2,622	49	435	344	360	253	335	196	52	70	28
KENTUCKY	3,359	200	374	1,127	296	320	206	169	92	166	7
LOUISIANA	4,352	110	56	2,262	366	518	523	256	82	119	26
MAINE	1,336	27	43	376	532	110	176	45	16	6	3
MARYLAND	1,764	36	10	414	265	351	402	30	21	182	53
MASSACHUSETTS	15,530	3,972	4,547	3,327	1,955	316	450	370	444	147	0
MICHIGAN	12,062	23	0	7,362	2,656	136	1,679	0	749	35	0
MINNESOTA	421	0	0	121	92	144	19	0	6	41	4
MISSISSIPPI	1,057	5	153	383	2	234	180	58	0	111	11
MISSOURI	2,474	0	0	2,169	38	182	40	0	0	35	10
MONTANA	614	4	36	133	42	111	100	24	20	122	14
NEBRASKA	272	0	0	60	93	53	31	0	0	35	0
NEVADA	717	9	144	86	176	0	185	27	67	80	7
NEW HAMPSHIRE	969	146	54	246	91	154	131	29	29	60	0
NEW JERSEY	5,822	72	0	1,581	451	240	2,027	96	77	435	43
NEW MEXICO	463	0	0	16	66	132	116	0	0	47	24
NEW YORK	42,063	2,660	9,743	5,953	9,652	2,576	7,045	2,246	1,519	627	40
NORTH CAROLINA	3,269	50	9	1,621	609	731	662	54	86	89	16
NORTH DAKOTA	615	3	70	232	2	57	0	129	60	33	21
OHIO	7,766	0	0	7,343	186	119	0	0	0	116	0
OKLAHOMA	1,299	25	0	336	125	292	391	24	34	106	2
OREGON	5,783	169	269	2,576	531	1,003	0	462	255	367	31
PENNSYLVANIA	21,633	2,700	2,100	9,551	4,764	1,000	26	990	0	449	3
PUERTO RICO	1,172	1	0	847	45	1	97	136	35	10	0
RHODE ISLAND	822	106	36	227	160	50	43	80	68	26	4
SOUTH CAROLINA	961	89	0	433	34	197	139	2	0	67	0
SOUTH DAKOTA	500	1	0	124	86	71	68	92	6	16	30
TENNESSEE	1,264	26	1	280	392	339	42	0	28	159	6
TEXAS	11,637	336	505	2,551	344	3,912	647	427	1,620	579	36
UTAH	1,929	10	114	323	136	446	487	130	185	158	20
VERMONT	2,550	121	675	1,248	114	96	155	68	50	20	3
VIRGINIA	1,853	11	1	253	305	224	385	14	49	604	7
WASHINGTON	3,846	690	299	965	265	255	783	327	201	96	35
WEST VIRGINIA	1,099	79	309	600	183	152	0	119	120	96	31
WISCONSIN	2,716	50	511	856	185	199	485	277	183	121	1
WYOMING	1,329	162	640	139	55	60	92	116	120	5	0
AMERICAN SAMOA	64	0	0	47	0	5	0	3	0	1	2
GUAM	309	2	11	172	41	32	99	16	2	6	0
NORTHERN MARIANAS	401	206	25	44	1	11	42	63	3	2	2
TRUST TERRITORIES	-	-	-	-	-	-	-	-	-	-	-
VIRGIN ISLANDS	124	0	26	46	12	1	23	2	0	3	11
BUR. OF INDIAN AFFAIRS	0	0	0	0	0	0	0	0	0	0	0
U.S. & INSULAR AREAS	254,909	25,358	26,012	86,675	43,386	21,701	23,606	11,636	7,692	7,848	015
50 STATES, D.C. & P.R.	253,931	25,146	25,950	86,366	43,332	21,654	23,514	11,552	7,687	7,836	892

DATA AS OF OCTOBER 1, 1987.

Table 20

NUMBER AND CHANGE IN NUMBER OF CHILDREN SERVED UNDER CHAPTER 1 OF ECIA (SOP) AND EHA-B

ALL CONDITIONS

STATE	NUMBER SERVED			+CHANGE IN NUMBER SERVED+		PERCENT CHANGE IN NUMBER SERVED+	
	1976-77	1965-66	1966-67	1976-77 - 1966-67	1965-66 - 1966-67	1976-77 - 1966-67	1965-66 - 1966-67
ALABAMA	53,987	91,187	91,231	37,244	124	69.8	0.1
ALASKA	9,587	11,895	12,211	2,614	316	27.2	2.7
ARIZONA	43,845	51,885	53,219	10,174	1,414	23.6	2.7
ARKANSAS	28,487	47,322	48,222	19,735	900	69.3	1.9
CALIFORNIA	332,291	378,888	391,217	58,926	12,329	17.7	3.3
COLORADO	47,943	47,953	49,515	1,572	1,562	3.3	3.3
CONNECTICUT	62,885	65,428	64,758	2,673	-668	4.3	-1.0
DELAWARE	14,387	15,322	15,275	988	-47	6.8	-0.3
DISTRICT OF COLUMBIA	9,261	7,889	7,114	-2,147	45	-23.2	0.6
FLORIDA	117,257	172,821	181,851	64,594	8,830	54.9	5.1
GEORGIA	85,289	93,295	93,229	8,820	-66	9.4	-0.1
HAWAII	18,544	11,947	11,658	1,114	-289	10.6	-2.4
IDaho	14,573	19,159	18,640	4,867	-519	27.9	-2.7
ILLINOIS	229,797	242,333	248,189	18,372	5,636	8.0	2.4
INDIANA	87,844	104,417	105,978	18,334	1,561	20.9	1.5
IOWA	57,855	56,478	56,285	5,150	-271	18.1	-0.5
KANSAS	37,823	41,178	42,373	4,750	1,197	12.6	2.9
KENTUCKY	57,857	73,508	73,711	16,854	151	29.2	0.2
LOUISIANA	86,889	76,678	73,852	-13,137	-2,776	-15.1	-3.6
MAINE	23,781	27,845	28,841	5,060	1,004	13.2	3.6
MARYLAND	84,184	89,841	90,294	6,107	1,253	7.3	1.4
MASSACHUSETTS	131,992	141,448	143,636	11,644	2,188	8.8	1.5
MICHIGAN	153,113	151,862	161,448	8,333	-416	5.4	-0.3
MINNESOTA	72,136	81,488	82,487	10,271	919	14.2	1.1
MISSISSIPPI	29,219	53,884	55,683	26,464	2,599	90.6	4.9
MISSOURI	94,387	96,378	99,892	5,385	314	5.6	0.3
MONTANA	8,618	15,376	15,389	6,759	-7	78.5	0.0
NEBRASKA	25,278	38,453	38,171	4,901	-282	19.4	-0.9
NEVADA	11,133	14,178	14,743	3,610	565	32.4	4.0
NEW HAMPSHIRE	9,916	18,871	18,323	6,407	252	64.6	1.6
NEW JERSEY	145,877	178,512	172,818	26,941	1,586	18.6	0.9
NEW MEXICO	15,149	29,556	29,816	14,667	268	96.8	8.9
NEW YORK	248,258	288,583	292,961	52,731	3,398	21.9	1.2
NORTH CAROLINA	98,835	112,934	109,214	11,179	-3,720	11.4	-3.3
NORTH DAKOTA	8,976	11,858	12,279	3,303	429	36.8	3.6
OHIO	188,314	198,956	199,211	38,897	255	18.4	0.1
OKLAHOMA	44,181	65,881	65,285	21,104	284	47.8	0.3
OREGON	37,258	48,881	47,487	10,229	912	27.5	2.0
PENNSYLVANIA	286,792	282,357	283,258	-3,534	981	-1.7	0.4
PUERTO RICO	11,288	44,628	39,858	28,658	-4,762	255.9	-10.7
RHODE ISLAND	15,971	19,152	19,527	3,556	375	22.3	2.0
SOUTH CAROLINA	72,357	72,157	73,299	942	1,142	1.3	1.6
SOUTH DAKOTA	9,836	13,629	14,834	4,998	485	41.2	3.0
TENNESSEE	99,251	95,388	98,433	-2,818	1,653	-2.8	1.1
TEXAS	233,552	293,418	301,222	67,670	7,884	29.0	2.7
UTAH	37,284	41,791	42,811	5,887	1,029	15.1	2.4
VERMONT	6,382	10,665	11,485	5,023	740	78.7	6.9
VIRGINIA	77,616	102,814	103,727	26,111	913	33.6	0.9
WASHINGTON	57,785	68,451	73,282	12,577	1,831	21.8	2.7
WEST VIRGINIA	38,135	48,489	47,556	17,421	1,147	57.8	2.5
WISCONSIN	58,819	75,945	76,867	18,048	122	31.1	0.2
WYOMING	7,261	18,854	18,893	3,632	239	50.0	2.2
AMERICAN SAMOA	139	281	178	39	-23	28.1	-11.4
GUAM	2,597	1,929	1,852	-745	-77	-28.7	-4.0
NORTHERN MARIANAS	-	-	585	-	-	-	-
TRUST TERRITORIES	1,129	-	-	-	-	-	-
VIRGIN ISLANDS	1,712	1,414	124	-1,588	-1,298	-92.6	-91.2
BUR. OF INDIAN AFFAIRS	-	5,368	5,368	-	-22	-	-0.4
U.S. & INSULAR AREAS	3,788,681	4,378,254	4,421,681	713,000	51,357	19.2	1.2
50 STATES, D.C. & P.R.	3,783,833	4,361,312	4,413,498	710,463	52,184	19.2	1.2

THE FIGURES REPRESENT CHILDREN 0-20 YEARS OLD SERVED UNDER CHAPTER 1 OF ECIA (SOP) AND CHILDREN 3-21 YEARS OLD SERVED UNDER EHA-B.

DATA AS OF OCTOBER 1, 1987.

Table 21

NUMBER AND CHANGE IN NUMBER OF CHILDREN SERVED UNDER CHAPTER 1 OF ECIA (SOP) AND EHA-B
LEARNING DISABLED

STATE	NUMBER SERVED			+CHANGE IN NUMBER SERVED+		PERCENT CHANGE IN NUMBER SERVED	
	1976-77	1985-86	1986-87	1976-77 - 1986-87	1985-86 - 1986-87	1976-77 - 1986-87	1985-86 - 1986-87
ALABAMA	5,436	27,751	28,880	23,453	1,138	431.4	4.1
ALASKA	3,927	6,938	6,938	3,011	0	76.7	0.0
ARIZONA	17,214	28,866	27,984	10,770	1,118	62.6	4.2
ARKANSAS	5,072	21,875	22,936	17,858	1,055	352.1	4.8
CALIFORNIA	74,484	211,940	229,857	145,653	8,117	195.8	3.8
COLORADO	16,661	21,569	22,689	6,028	1,120	36.2	5.2
CONNECTICUT	19,201	29,690	29,498	10,297	-192	53.6	-0.6
DELAWARE	4,392	7,623	7,767	3,375	144	76.8	1.9
DISTRICT OF COLUMBIA	1,661	3,844	3,483	1,742	350	104.9	11.8
FLORIDA	31,850	64,436	70,063	38,213	5,627	120.0	8.7
GEORGIA	15,744	23,237	25,770	10,026	2,533	63.7	10.9
HAWAII	4,880	6,992	6,588	1,708	-404	35.0	-5.8
IDAHO	5,604	9,181	9,614	4,010	433	71.6	4.7
ILLINOIS	53,328	99,091	100,840	47,512	1,749	89.1	1.8
INDIANA	5,422	33,846	35,072	29,650	1,226	546.8	3.6
IONA	17,553	21,67	22,089	4,516	383	25.7	3.5
KANSAS	8,425	16,242	16,886	8,381	564	99.5	3.8
KENTUCKY	7,423	21,875	21,650	14,227	-225	191.7	-1.0
LOUISIANA	10,823	33,261	31,611	20,788	-1,650	192.1	-5.0
MAINE	7,261	9,983	10,070	2,809	167	38.7	1.7
MARYLAND	29,893	44,444	49,927	20,034	5,483	71.6	12.3
MASSACHUSETTS	16,542	49,458	46,482	29,940	-968	161.5	-2.0
MICHIGAN	20,143	63,898	64,884	38,721	974	150.5	1.5
MINNESOTA	21,456	37,181	38,919	15,463	-262	72.1	-0.7
MISSISSIPPI	2,748	22,476	24,538	21,790	2,062	782.9	9.2
MISSOURI	22,862	40,727	41,950	19,088	1,223	83.5	3.0
MONTANA	2,863	7,599	7,534	4,633	-63	161.4	-0.8
NEBRASKA	5,433	12,163	12,068	6,635	-95	122.1	-0.8
NEVADA	4,782	7,782	8,151	3,369	369	70.5	4.7
NEW HAMPSHIRE	3,891	9,409	9,387	6,296	-22	283.7	-0.2
NEW JERSEY	33,188	71,708	75,879	42,691	4,179	128.6	5.8
NEW MEXICO	6,175	12,342	13,063	6,888	741	111.9	6.0
NEW YORK	34,514	143,461	152,480	117,946	8,999	341.7	6.3
NORTH CAROLINA	17,697	47,733	44,717	27,029	-3,016	152.7	-8.3
NORTH DAKOTA	2,439	5,908	5,241	2,812	171	115.3	3.4
OHIO	32,399	73,548	74,723	42,324	1,175	130.6	1.6
OKLAHOMA	15,015	27,823	28,066	13,051	243	86.9	0.9
OREGON	11,146	25,175	25,529	14,383	354	129.8	1.4
PENNSYLVANIA	19,772	74,284	76,852	57,080	2,648	288.7	3.6
PUERTO RICO	1,012	6,289	8,127	7,115	918	703.1	30.9
RHODE ISLAND	4,628	12,463	12,466	7,848	3	169.8	0.0
SOUTH CAROLINA	10,821	23,607	24,765	13,884	1,098	128.3	4.7
SOUTH DAKOTA	1,196	4,963	5,318	4,122	415	344.6	8.5
TENNESSEE	35,243	43,477	44,599	9,356	1,122	26.5	2.6
TEXAS	50,890	153,535	157,696	106,806	3,561	208.7	2.3
UTAH	1,004	14,798	15,968	2,584	1,170	17.6	7.9
VERMONT	2,826	4,128	4,519	2,493	391	123.1	9.5
VIRGINIA	16,211	45,079	47,317	31,106	2,238	191.9	5.8
WASHINGTON	10,129	33,920	34,257	24,128	337	236.2	1.0
WEST VIRGINIA	5,743	18,187	19,473	13,736	1,366	239.1	7.5
WISCONSIN	14,378	29,717	22,768	8,398	-6,949	58.4	-23.4
WYOMING	3,864	5,201	4,888	1,084	-393	58.5	-7.4
AMERICAN SAMOA	37	0	0	-37	0	-100.0	0.0
GUAM	148	785	734	586	29	395.9	4.1
NORTHERN MARIANAS	-	-	308	-	-	-	-
TRUST TERRITORIES	269	-	-	-	-	-	-
VIRGIN ISLANDS	176	282	0	-176	-282	-100.0	-100.0
BUR. OF INDIAN AFFAIRS	-	2,985	2,864	-	-41	-	-1.4
U.S. & INSULAR AREAS	797,226	1,872,339	1,926,097	1,128,871	53,758	141.6	2.9
50 STATES, D.C. & P.R.	796,596	1,868,447	1,922,191	1,125,595	53,744	141.3	2.9

THE FIGURES REPRESENT CHILDREN 0-20 YEARS OLD SERVED UNDER CHAPTER 1 OF ECIA (SOP)
AND CHILDREN 3-21 YEARS OLD SERVED UNDER EHA-B.

DATA AS OF OCTOBER 1, 1987.

Table 22

NUMBER AND CHANGE IN NUMBER OF CHILDREN SERVED UNDER CHAPTER 1 OF ECIA (SOP) AND EHA-B

SPEECH IMPAIRED

STATE	NUMBER SERVED		CHANGE IN NUMBER SERVED		PERCENT CHANGE IN NUMBER SERVED	
	1976-77	1985-86	1986-87	1976-77 - 1986-87	1985-86 - 1986-87	1976-77 - 1986-87
ALABAMA	14,006	19,992	26,585	6,489	573	45.9
ALASKA	1,844	3,197	3,317	1,473	129	79.9
ARIZONA	11,379	11,461	12,672	693	811	6.1
ARKANSAS	7,182	9,295	9,378	2,194	171	30.5
CALIFORNIA	127,017	95,572	97,698	-38,299	2,636	-23.0
COLORADO	13,100	6,136	6,248	-4,921	112	-37.4
CONNECTICUT	16,518	13,278	13,282	-3,236	4	-19.6
DELAWARE	3,365	1,863	2,181	-1,294	218	-38.1
DISTRICT OF COLUMBIA	2,498	1,828	1,349	-1,149	-177	-46.0
FLORIDA	37,253	54,190	67,908	19,813	2,876	53.2
GEORGIA	23,322	21,696	22,322	-1,699	726	-4.3
HAWAII	2,432	2,287	2,347	-185	66	-4.3
IDAH0	3,232	4,674	3,858	568	-224	17.3
ILLINOIS	86,274	71,573	72,784	-7,518	1,191	-9.4
INDIANA	48,759	39,757	46,825	-6,734	268	-17.9
IOWA	17,475	13,627	12,858	-4,525	-677	-25.9
KANSAS	15,581	11,851	12,385	-3,136	514	-20.2
KENTUCKY	21,541	29,910	26,435	4,864	525	22.7
LOUISIANA	44,828	21,475	21,231	-22,797	-244	-51.8
MAINE	8,973	8,823	8,236	283	-687	-4.4
MARYLAND	36,284	25,947	24,241	-8,643	-1,396	-20.0
MASSACHUSETTS	35,977	32,196	34,427	-858	1,661	-1.9
MICHIGAN	67,464	42,641	42,636	-24,928	-185	-37.0
MINNESOTA	26,882	18,759	19,177	-7,515	418	-28.2
MISSISSIPPI	9,618	17,382	18,722	9,186	1,368	94.7
MISSOURI	36,256	29,735	29,885	-6,431	136	-17.7
MONTANA	2,491	4,852	4,827	2,136	75	85.7
NEBRASKA	16,331	9,898	8,834	-1,397	-184	-13.5
NEVADA	3,127	3,157	3,233	186	76	3.4
NEW HAMPSHIRE	1,338	3,885	3,278	1,932	175	144.4
NEW JERSEY	66,843	61,892	58,353	-10,592	-2,739	-15.4
NEW MEXICO	2,858	9,481	9,385	7,387	-36	355.1
NEW YORK	61,549	36,937	37,699	-24,549	72	-39.9
NORTH CAROLINA	26,913	27,638	27,412	499	376	1.9
NORTH DAKOTA	5,923	3,979	4,188	265	269	6.8
OHIO	58,967	54,964	54,483	-4,384	-421	-7.4
OKLAHOMA	14,136	29,855	26,844	6,586	-211	46.0
OREGON	19,882	11,867	11,896	794	569	7.4
PENNSYLVANIA	99,213	59,895	58,436	-40,777	-1,459	-41.1
PUERTO RICO	219	1,789	2,814	2,595	1,854	1,184.9
RHODE ISLAND	5,217	3,259	3,454	-1,763	195	-33.8
SOUTH CAROLINA	23,378	20,535	21,413	-1,957	878	-8.4
SOUTH DAKOTA	5,978	5,394	6,152	-626	-152	-13.8
TENNESSEE	31,782	27,955	22,127	-3,575	472	-11.3
TEXAS	78,823	66,898	68,898	-7,923	2,814	-12.3
UTAH	6,432	8,522	8,847	2,215	325	33.4
VERMONT	1,785	3,228	3,572	1,887	344	162.4
VIRGINIA	29,883	29,517	29,299	-384	-218	-1.3
WASHINGTON	24,855	14,851	18,811	-9,844	960	-38.7
WEST VIRGINIA	9,947	13,888	13,940	3,993	52	48.1
WISCONSIN	15,484	18,892	18,221	2,817	-641	18.3
WYOMING	1,618	3,329	3,349	1,539	29	85.8
AMERICAN SAMOA	0	48	52	52	12	198.6
GUAM	481	177	281	-289	24	-59.2
NORTHERN MARIANAS	-	-	48	-	-	-
TRUST TERRITORIES	77	-	-	-	-	-
VIRGIN ISLANDS	325	222	28	-299	-196	-92.6
BUR. OF INDIAN AFFAIRS	-	1,334	1,377	-	43	-
U.S. & INSULAR AREAS	1,392,678	1,126,471	1,140,422	-162,256	11,951	-12.5
50 STATES, D.C. & P.R.	1,381,795	1,126,696	1,138,726	-163,069	12,628	-12.5

THE FIGURES REPRESENT CHILDREN 0-20 YEARS OLD SERVED UNDER CHAPTER 1 OF ECIA (SOP) AND CHILDREN 3-21 YEARS OLD SERVED UNDER EHA-B.

DATA AS OF OCTOBER 1, 1987.

Table 23

NUMBER AND CHANGE IN NUMBER OF CHILDREN SERVED UNDER CHAPTER 1 OF ECIA (SOP) AND EHA-B
MENTALLY RETARDED

STATE	NUMBER SERVED			+ CHANGE IN NUMBER SERVED +		PERCENT CHANGE IN NUMBER SERVED	
	1976-77	1985-86	1986-87	1976-77 - 1986-87	1985-86 - 1986-87	1976-77 - 1986-87	1985-86 - 1986-87
ALABAMA	31,283	33,636	31,496	295	-2,140	0.9	-6.4
ALASKA	1,277	690	717	-560	27	-43.9	3.9
ARIZONA	8,600	5,572	5,332	-3,278	-240	-38.1	-4.3
ARKANSAS	14,674	13,703	13,382	-1,372	-481	-9.3	-2.9
CALIFORNIA	42,916	27,119	27,796	-15,118	679	-35.2	2.5
COLORADO	10,077	4,445	4,321	-5,756	-124	-57.1	-2.8
CONNECTICUT	10,132	5,266	4,833	-5,299	-433	-52.3	-8.2
DELAWARE	3,199	1,703	1,596	-1,683	-107	-50.1	-6.3
DISTRICT OF COLUMBIA	2,918	1,365	1,281	-1,717	-184	-58.8	-11.3
FLORIDA	34,311	26,587	26,615	-7,696	28	-22.4	0.1
GEORGIA	31,744	18,078	24,845	-6,899	6,767	-21.7	37.4
HAWAII	2,434	1,261	1,214	-1,220	-47	-50.1	-3.7
IDaho	3,567	3,172	3,606	-661	-166	-15.7	-5.2
ILLINOIS	48,974	30,871	31,683	-17,291	812	-35.3	2.6
INDIANA	27,784	22,906	22,596	-5,386	-508	-19.4	-2.2
IOWA	12,663	12,111	11,937	-726	-174	-5.7	-1.4
KANSAS	8,665	6,133	6,227	-2,436	94	-28.1	1.5
KENTUCKY	22,872	19,416	19,146	-3,726	-270	-16.3	-1.4
LOUISIANA	24,547	11,957	11,676	-12,671	-81	-51.6	-0.7
MAINE	5,664	4,522	3,917	-1,747	-605	-30.8	-13.4
MARYLAND	17,523	7,287	6,390	-11,133	-897	-63.5	-12.3
MASSACHUSETTS	34,972	30,165	30,644	-4,328	479	-12.4	1.6
MICHIGAN	34,715	23,563	22,717	-11,998	-866	-34.6	-3.7
MINNESOTA	15,148	12,499	12,531	-2,609	32	-17.2	0.3
MISSISSIPPI	15,487	11,354	10,442	-5,045	-912	-32.6	-8.0
MISSOURI	23,584	17,639	16,710	-6,894	-929	-34.0	-5.3
MONTANA	2,114	1,372	1,325	-786	-44	-37.2	-3.2
NEBRASKA	7,557	4,929	4,891	-2,666	-38	-35.3	-0.8
NEVADA	1,586	987	1,013	-573	26	-36.1	2.6
NEW HAMPSHIRE	2,728	1,393	1,047	-1,673	-46	-61.5	-4.2
NEW JERSEY	22,594	8,806	7,713	-14,681	-1,087	-65.6	-12.4
NEW MEXICO	4,519	2,471	2,314	-2,205	-107	-48.8	-4.4
NEW YORK	55,582	31,473	28,480	-27,102	-2,593	-48.8	-8.3
NORTH CAROLINA	46,734	23,744	22,476	-23,858	-1,272	-51.5	-5.4
NORTH DAKOTA	1,874	1,167	1,752	-222	-35	-11.2	-2.0
OHIO	67,621	52,443	51,063	-16,543	-1,360	-24.5	-2.6
OKLAHOMA	12,753	11,898	11,726	-1,027	-172	-8.1	-1.4
OREGON	7,697	4,448	4,280	-3,417	-168	-44.4	-3.8
PENNSYLVANIA	56,461	43,444	42,405	-14,056	-1,039	-24.9	-2.4
PUERTO RICO	8,132	23,593	20,297	12,165	-3,296	149.6	-14.0
RHODE ISLAND	2,483	1,326	1,272	-1,211	-54	-48.8	-4.1
SOUTH CAROLINA	29,944	18,657	17,776	-12,168	-881	-40.6	-4.7
SOUTH DAKOTA	1,787	1,678	1,658	-117	-28	-7.7	-1.7
TENNESSEE	23,019	15,413	14,537	-8,482	-876	-36.8	-5.7
TEXAS	47,580	28,587	28,479	-19,101	-28	-40.1	-0.1
UTAH	5,117	3,782	3,625	-1,492	-77	-29.2	-2.1
VERMONT	2,133	2,161	2,034	-99	-127	-4.6	-5.9
VIRGINIA	22,359	15,214	14,528	-7,831	-686	-35.0	-4.5
WASHINGTON	17,684	8,733	8,753	-2,931	20	-25.1	0.2
WEST VIRGINIA	11,963	10,257	9,965	-1,998	-292	-16.7	-2.8
WISCONSIN	19,187	12,336	6,106	-13,081	-6,230	-68.2	-30.5
WYOMING	1,197	865	643	-554	-222	-46.3	-25.7
AMERICAN SAOIA	71	134	97	26	-37	36.6	-27.6
GUAM	739	748	690	-49	-58	-6.6	-7.8
NORTHERN MARIANAS	-	-	64	-	-	-	-
TRUST TERRITORIES	526	-	-	-	-	-	-
VIRGIN ISLANDS	954	751	46	-908	-705	-95.2	-93.9
BUR. OF INDIAN AFFAIRS	-	497	458	-	-	-	-7.8
U.S. & INSULAR AREAS	969,562	606,077	604,424	-365,138	-21,353	-31.5	-3.2
50 STATES, D.C. & P.R.	967,272	603,947	603,069	-364,203	-20,878	-31.4	-3.1

THE FIGURES REPRESENT CHILDREN 0-20 YEARS OLD SERVED UNDER CHAPTER 1 OF ECIA (SOP)
AND CHILDREN 3-21 YEARS OLD SERVED UNDER EHA-B.

DATA AS OF OCTOBER 1, 1987.

Table 24

NUMBER AND CHANGE IN NUMBER OF CHILDREN SERVED UNDER CHAPTER 1 OF ECIA (SOP) AND EHA-B
EMOTIONALLY DISTURBED

STATE	NUMBER SERVED			+CHANGE IN NUMBER SERVED+		PERCENT CHANGE IN NUMBER SERVED	
	1976-77	1985-86	1986-87	1976-77 - 1985-86	1985-86 - 1986-87	1976-77 - 1985-86	1985-86 - 1986-87
ALABAMA	917	5,983	6,394	5,477	491	597.3	8.3
ALASKA	335	328	398	55	62	16.4	18.9
ARIZONA	3,665	4,332	3,951	266	-381	7.6	-8.8
ARKANSAS	240	494	478	238	-18	99.3	-3.6
CALIFORNIA	21,990	9,612	10,188	-11,618	568	-53.7	5.9
COLORADO	4,844	8,479	8,061	3,617	182	72.8	2.1
CONNECTICUT	10,381	13,446	13,166	2,785	-280	26.8	-2.1
DELAWARE	2,753	3,820	2,587	-106	-433	-4.0	-14.3
DISTRICT OF COLUMBIA	1,006	792	761	-325	-31	-29.9	-3.9
FLORIDA	7,584	29,326	29,733	13,149	407	173.4	2.9
GEORGIA	9,877	15,224	17,253	8,178	2,029	98.1	13.3
HAWAII	156	580	528	379	28	234.2	5.6
IDAHO	581	597	583	-78	-84	-13.4	-15.7
ILLINOIS	31,157	29,989	31,611	454	1,651	1.5	5.5
INDIANA	1,490	3,636	4,853	2,653	415	189.5	11.4
IOWA	1,757	6,879	6,240	4,483	181	255.2	2.6
KANSAS	1,980	4,527	4,383	2,483	-144	121.4	-3.2
KENTUCKY	1,534	2,853	2,853	1,319	288	86.0	7.5
LOUISIANA	3,499	3,996	3,718	219	-278	6.3	-7.8
MAINE	2,904	4,441	4,196	1,292	-245	44.5	-5.5
MARYLAND	3,787	3,999	3,884	17	-185	0.4	-4.9
MASSACHUSETTS	24,467	19,428	19,512	-4,955	84	-20.3	0.4
MICHIGAN	13,224	21,889	21,823	7,799	-66	59.0	-0.9
MINNESOTA	4,483	8,896	9,863	5,268	767	119.5	8.6
MISSISSIPPI	50	338	292	242	-46	484.0	-13.6
MISSOURI	5,359	7,772	8,188	2,749	336	51.3	4.3
MONTANA	317	862	676	359	14	113.2	2.1
NEBRASKA	977	2,368	2,263	1,266	-105	131.6	-4.4
NEVADA	548	981	1,080	532	185	96.2	18.7
NEW HAMPSHIRE	686	1,390	1,490	894	198	117.2	7.2
NEW JERSEY	11,758	14,453	14,667	2,999	214	24.7	1.5
NEW MEXICO	1,278	3,837	2,995	1,717	-42	134.4	-1.4
NEW YORK	46,948	46,767	48,113	1,165	1,346	2.5	2.9
NORTH CAROLINA	2,32	7,317	7,752	5,259	435	214.9	5.9
NORTH DAKOTA	286	487	489	203	62	127.7	13.2
OHIO	1,948	7,888	7,521	5,581	433	287.7	6.1
OKLAHOMA	462	1,215	1,267	805	52	174.2	4.3
OREGON	2,439	2,611	2,635	196	24	8.0	0.9
PENNSYLVANIA	9,791	17,635	18,666	8,875	1,831	90.6	5.8
PUERTO RICO	376	1,375	1,884	1,228	229	326.6	18.7
RHODE ISLAND	1,248	1,265	1,424	176	159	14.1	12.6
SOUTH CAROLINA	4,858	9,229	8,379	2,321	159	57.2	2.6
SOUTH DAKOTA	149	884	588	449	-8	301.3	-1.0
TENNESSEE	2,482	2,520	2,437	-45	-83	-1.8	-3.3
TEXAS	9,731	21,145	22,213	12,482	1,068	128.3	5.1
UTAH	10,288	11,392	10,856	576	-536	5.6	-4.7
VERMONT	127	489	590	463	181	364.6	28.7
VIRGINIA	3,689	7,313	7,733	4,044	420	109.6	5.7
WASHINGTON	5,891	3,886	3,364	-2,527	-522	-42.9	-13.4
WEST VIRGINIA	635	2,224	2,429	1,785	198	281.1	8.8
WISCONSIN	4,836	11,518	9,552	4,716	-1,766	97.5	-15.6
WYOMING	447	258	544	97	286	21.7	118.9
AMERICAN SAMOA	0	1	0	0	-1	0.0	-100.0
GUAM	23	65	41	18	-24	78.3	-36.9
NORTHERN MARIANAS THIST TERRITORIES	95	-	1	-	-	-	-
VIRGIN ISLANDS	76	44	12	-64	-32	-84.2	-72.7
BUR. OF INDIAN AFFAIRS	-	244	273	-	29	-	11.9
U.S. & INSULAR AREAS	283,887	374,943	384,680	181,583	7,737	35.9	2.1
50 STATES, D.C. & P.R.	282,893	376,589	384,353	181,480	7,764	35.9	2.1

THE FIGURES REPRESENT CHILDREN 0-20 YEARS OLD SERVED UNDER CHAPTER 1 OF ECIA (SOP)
AND CHILDREN 3-21 YEARS OLD SERVED UNDER EHA-B.

DATA AS OF OCTOBER 1, 1987.

Table 25

NUMBER AND CHANGE IN NUMBER OF CHILDREN SERVED UNDER CHAPTER 1 OF ECIA (SOP) AND EHA-B
HAND OF HEARING & DEAF

STATE	NUMBER SERVED			CHANGE IN NUMBER SERVED		PERCENT CHANGE IN NUMBER SERVED	
	1976-77	1985-86	1986-87	1976-77 - 1986-87	1985-86 - 1986-87	1976-77 - 1986-87	1985-86 - 1986-87
ALABAMA	921	1,148	1,186	182	-34	19.7	-3.0
ALASKA	382	199	283	-279	13	-57.9	6.8
ARIZONA	987	1,825	1,839	132	14	14.6	1.4
ARKANSAS	515	883	837	122	34	23.7	5.6
CALIFORNIA	7,124	7,347	7,461	337	114	4.7	1.6
COLORADO	1,181	893	863	-318	-30	-26.9	-3.4
CONNECTICUT	1,398	847	859	-1,831	12	-54.6	1.4
DELAWARE	168	289	298	128	7	76.2	2.4
DISTRICT OF COLUMBIA	278	42	47	-231	5	-83.1	11.9
FLORIDA	2,183	1,882	1,815	-348	13	-16.1	0.7
GEORGIA	2,249	927	1,457	-792	538	-35.2	57.2
HAWAII	335	235	218	-119	-19	-35.5	-8.1
IDaho	421	361	377	-44	16	-10.5	4.4
ILLINOIS	4,349	3,587	3,687	-862	188	-15.2	2.8
INDIANA	1,688	1,228	1,242	-418	22	-25.2	1.8
IOWA	915	985	851	-64	-64	-7.0	-6.0
KANSAS	1,981	858	723	-1,258	73	-63.5	11.2
KENTUCKY	1,258	836	828	-436	-16	-34.7	-1.9
LOUISIANA	1,378	1,688	1,586	188	-114	13.6	-6.8
MAINE	593	443	415	-178	-28	-30.0	-6.3
MARYLAND	1,827	1,419	1,151	-476	-268	-29.3	-18.9
MASSACHUSETTS	8,738	1,955	2,183	-4,635	148	-68.8	7.6
MICHIGAN	3,181	2,762	2,749	-352	-13	-11.4	-0.5
MINNESOTA	1,574	1,584	1,432	-142	-72	-9.0	-4.6
MISSISSIPPI	881	958	588	-241	2	-30.1	0.4
MISSOURI	1,485	881	895	-578	14	-38.9	1.6
MONTANA	381	289	273	-88	4	-24.4	1.5
NEBRASKA	474	485	572	98	187	20.7	23.8
NEVADA	284	149	169	-35	20	-17.2	13.4
NEW HAMPSHIRE	432	233	234	-198	1	-45.8	0.4
NEW JERSEY	2,794	1,638	1,411	-1,383	-225	-49.5	-13.8
NEW MEXICO	422	414	442	20	28	4.7	6.8
NEW YORK	5,893	4,531	4,733	-1,168	202	-19.7	4.5
NORTH CAROLINA	2,336	2,886	1,928	-488	-188	-17.5	-6.8
NORTH DAKOTA	285	178	184	-41	-14	-28.0	-7.9
OHIO	2,779	2,473	2,448	-333	-27	-12.0	-1.1
OKLAHOMA	816	888	837	21	-29	2.6	-3.3
OREGON	1,285	1,287	1,123	-142	-84	-11.2	-7.0
PENNSYLVANIA	5,453	3,818	3,441	-2,012	-175	-36.9	-4.8
PUERTO RICO	991	2,717	1,585	514	-1,212	51.9	-44.6
RHODE ISLAND	358	216	219	-137	3	-38.5	1.4
SOUTH CAROLINA	1,613	1,928	1,968	-645	40	-33.8	3.9
SOUTH DAKOTA	248	185	329	81	144	32.7	77.8
TENNESSEE	2,178	1,638	1,575	-881	-65	-27.6	-3.4
TEXAS	6,421	4,848	4,836	-1,585	-18	-24.7	-0.2
UTAH	748	848	731	-15	-189	-2.0	-13.0
VERMONT	138	199	199	61	0	44.2	0.0
VIRGINIA	1,797	1,337	1,384	-493	-33	-27.4	-2.5
WASHINGTON	2,359	1,384	1,584	-855	120	-36.2	8.7
WEST VIRGINIA	576	489	484	-112	-5	-19.4	-1.1
WISCONSIN	1,267	1,828	389	-868	-829	-68.5	-61.2
WYOMING	185	187	192	7	5	3.8	2.7
AMERICAN SAMOA	24	18	13	-11	3	-45.8	38.0
GUAM	1,184	37	32	-1,132	-5	-97.3	-13.5
NORTHERN MARIANAS	-	-	-	-	-	-	-
TRUST TERRITORIES	71	-	20	-	-	-	-
VIRGIN ISLANDS	117	43	1	-116	-	-	-
BUR. OF INDIAN AFFAIRS	-	23	27	-	4	-	-
U.S. & INSULAR AREAS	89,758	68,413	68,781	-22,997	-1,652	-25.6	-2.4
50 STATES, D.C. & P.R.	88,382	68,388	68,668	-21,714	-1,632	-24.6	-2.4

THE FIGURES REPRESENT CHILDREN 0-20 YEARS OLD SERVED UNDER CHAPTER 1 OF ECIA (SOP)
AND CHILDREN 3-21 YEARS OLD SERVED UNDER EHA-B.

DATA AS OF OCTOBER 1, 1987.

Table 26

NUMBER AND CHANGE IN NUMBER OF CHILDREN SERVED UNDER CHAPTER 1 OF ECIA (SOP) AND EHA-B
MULTIHANDICAPPED

STATE	NUMBER SERVED			+ CHANGE IN NUMBER SERVED +		PERCENT CHANGE IN NUMBER SERVED	
	1976-77	1965-66	1966-67	1976-77 - 1966-67	1965-66 - 1966-67	1976-77 - 1966-67	1965-66 - 1966-67
ALABAMA	-	1,011	1,032	-	41	-	4.1
ALASKA	-	208	323	-	55	-	26.5
ARIZONA	-	1,003	1,310	-	313	-	31.2
ARKANSAS	-	570	611	-	41	-	7.2
CALIFORNIA	-	5,162	8,631	-	900	-	16.8
COLORADO	-	3,650	3,323	-	288	-	8.8
CONNECTICUT	-	1,007	1,280	-	282	-	28.0
DELAWARE	-	211	273	-	62	-	29.4
DISTRICT OF COLUMBIA	-	62	124	-	62	-	100.0
FLORIDA	-	117	0	-	-117	-	-100.0
GEORGIA	-	12,000	0	-	-12,000	-	-100.0
HAWAII	-	285	251	-	46	-	22.4
IDAH0	-	481	255	-	-226	-	-47.0
ILLINOIS	-	0	0	-	0	-	0.0
INDIANA	-	1,432	1,504	-	72	-	5.0
IONA	-	607	715	-	18	-	2.6
KANSAS	-	624	683	-	60	-	11.1
KENTUCKY	-	1,327	1,401	-	74	-	5.6
LOUISIANA	-	1,251	1,166	-	-85	-	-6.8
MAINE	-	777	1,076	-	299	-	38.5
MARYLAND	-	3,711	2,777	-	-934	-	-25.2
MASSACHUSETTS	-	3,186	3,277	-	171	-	5.3
MICHIGAN	-	1,600	1,848	-	158	-	9.3
MINNESOTA	-	0	19	-	19	-	100.0
MISSISSIPPI	-	290	306	-	8	-	2.7
MISSOURI	-	640	630	-	-1	-	-0.2
MONTANA	-	367	376	-	9	-	2.5
NEBRASKA	-	604	547	-	-57	-	-9.4
NEVADA	-	547	677	-	130	-	23.8
NEW HAMPSHIRE	-	300	310	-	10	-	3.3
NEW JERSEY	-	9,292	11,674	-	2,562	-	27.6
NEW MEXICO	-	800	834	-	34	-	3.1
NEW YORK	-	11,756	12,743	-	985	-	8.4
NORTH CAROLINA	-	1,012	1,062	-	130	-	7.2
NORTH DAKOTA	-	0	0	-	0	-	0.0
OHIO	-	3,832	4,182	-	350	-	9.1
OKLAHOMA	-	1,406	1,750	-	264	-	18.0
OREGON	-	0	0	-	0	-	0.0
PENNSYLVANIA	-	0	26	-	26	-	100.0
PUERTO RICO	-	2,975	2,430	-	-536	-	-18.0
RHODE ISLAND	-	90	100	-	10	-	11.1
SOUTH CAROLINA	-	701	551	-	-150	-	-21.4
SOUTH DAKOTA	-	530	562	-	32	-	6.0
TENNESSEE	-	1,730	1,557	-	-162	-	-10.5
TEXAS	-	3,900	4,153	-	173	-	4.3
UTAH	-	1,464	1,664	-	220	-	15.0
VERMONT	-	172	165	-	-7	-	-4.1
VIRGINIA	-	1,903	1,562	-	-311	-	-16.3
WASHINGTON	-	2,134	2,000	-	-44	-	-2.1
WEST VIRGINIA	-	205	378	-	172	-	83.5
WISCONSIN	-	621	17,743	-	16,922	-	2,661.1
WYOMING	-	126	701	-	575	-	456.3
AMERICAN SAMOA	-	18	0	-	-2	-	-20.0
GUAM	-	117	99	-	-18	-	-15.4
NORTHERN MARIANAS	-	-	60	-	-	-	-
TRUST TERRITORIES	-	-	-	-	-	-	-
VIRGIN ISLANDS	-	51	23	-	-28	-	-54.9
BUR. OF INDIAN AFFAIRS	-	292	261	-	-31	-	-10.6
U.S. & INSULAR AREAS	-	89,701	99,416	-	9,715	-	10.8
90 STATES, D.C. & P.R.	-	80,231	90,905	-	9,734	-	10.9

THE FIGURES REPRESENT CHILDREN 0-20 YEARS OLD SERVED UNDER CHAPTER 1 OF ECIA (SOP)
AND CHILDREN 3-21 YEARS OLD SERVED UNDER EHA-B.

DATA AS OF OCTOBER 1, 1967.

Table 27

NUMBER AND CHANGE IN NUMBER OF CHILDREN SERVED UNDER CHAPTER 1 OF ECIA (SOP) AND EHA-B
ORTHOPEDICALLY IMPAIRED

STATE	NUMBER SERVED			+ CHANGE IN NUMBER SERVED +		PERCENT CHANGE IN NUMBER SERVED	
	1976-77	1965-66	1966-67	1976-77 - 1966-67	1965-66 - 1966-67	1976-77 - 1966-67	1965-66 - 1966-67
ALABAMA	602	568	530	-72	22	-12.8	4.3
ALASKA	104	155	142	38	-13	36.5	-8.4
ARIZONA	400	550	565	165	15	22.8	2.7
ARKANSAS	255	349	320	65	-29	25.5	-8.3
CALIFORNIA	26,757	6,984	7,285	-19,472	321	-72.8	4.6
COLORADO	1,500	971	995	-565	24	-37.0	2.5
CONNECTICUT	984	329	364	-629	35	-63.0	10.6
DELAWARE	383	361	340	37	-21	12.2	-5.8
DISTRICT OF COLUMBIA	194	65	71	-123	6	-63.4	9.2
FLORIDA	2,042	2,227	2,401	359	174	17.6	7.8
GEORGIA	692	501	784	12	283	1.7	48.5
HAWAII	194	373	409	215	36	110.8	9.7
IDAH0	611	56	368	-243	-135	-39.8	-26.8
ILLINOIS	3,451	4,156	4,392	651	146	24.7	3.5
INDIANA	837	782	816	-21	34	-2.5	4.3
IONA	452	1,097	1,162	710	65	157.1	5.9
KANSAS	318	585	684	294	19	94.6	3.2
KENTUCKY	451	534	554	103	20	22.8	3.7
LOUISIANA	506	1,004	1,027	441	23	75.3	2.3
MAINE	378	411	416	38	5	10.1	1.2
MARYLAND	881	806	625	-256	-181	-29.1	-22.5
MASSACHUSETTS	5,985	1,536	1,796	-4,189	258	-69.6	16.8
MICHIGAN	3,772	4,824	4,695	323	71	8.6	1.8
MINNESOTA	939	1,371	1,426	487	55	51.9	4.0
MISSISSIPPI	140	456	562	442	124	315.7	27.1
MISSOURI	1,066	818	744	-322	-74	-30.2	-9.0
MONTANA	82	139	149	67	10	81.7	7.2
NEBRASKA	273	602	712	439	50	160.8	7.6
NEVADA	178	241	138	-48	-103	-22.5	-42.7
NEW HAMPSHIRE	241	157	173	-68	16	-28.2	10.2
NEW JERSEY	1,977	997	718	-1,259	-279	-63.7	-28.0
NEW MEXICO	450	429	445	-5	16	-1.1	3.7
NEW YORK	5,786	3,477	3,329	-2,457	-16	-42.5	-4.3
NORTH CAROLINA	943	1,029	942	-87	-87	-9.1	-9.5
NORTH DAKOTA	81	233	225	144	-8	177.6	-3.4
OHIO	2,729	3,787	3,791	1,062	84	38.9	2.3
OKLAHOMA	512	393	423	-89	30	-17.4	7.6
OREGON	650	846	1,057	297	211	24.4	24.9
PENNSYLVANIA	3,125	1,997	1,953	-1,172	-44	-37.5	-2.2
PUERTO RICO	210	2,487	940	730	-1,467	347.6	-68.9
RHODE ISLAND	161	222	250	89	28	38.1	12.6
SOUTH CAROLINA	923	711	785	-158	54	-17.1	7.6
SOUTH DAKOTA	207	214	218	11	4	5.3	1.9
TENNESSEE	1,297	981	1,012	-285	31	-22.0	3.2
TEXAS	8,091	4,263	4,450	-3,632	196	-44.9	4.6
UTAH	291	354	348	57	-6	19.6	-1.7
VERMONT	16	114	123	105	9	583.3	7.9
VIRGINIA	997	1,012	691	-306	-321	-30.7	-31.7
WASHINGTON	1,667	1,251	1,290	-377	39	-22.6	3.1
WEST VIRGINIA	490	422	412	-78	-10	-15.9	-2.4
WISCONSIN	1,331	1,010	741	-590	-269	-44.3	-26.6
WYOMING	97	209	226	129	17	133.0	8.1
AMERICAN SAMOA	0	4	3	3	-1	100.0	-25.0
GUAM	2	44	31	29	-13	1,450.0	-29.5
NORTHERN MARIANAS	-	-	79	-	-	-	-
TRUST TERRITORIES	4	-	-	-	-	-	-
VIRGIN ISLANDS	42	1	2	-40	1	-95.2	100.0
BUR. OF INDIAN AFFAIRS	-	34	40	-	6	-	17.6
U.S. & INSULAR AREAS	87,021	59,000	58,328	-28,693	-672	-33.0	-1.1
50 STATES, D.C. & P.R.	86,573	58,917	58,171	-28,800	-744	-33.1	-1.3

THE FIGURES REPRESENT CHILDREN 0-20 YEARS OLD SERVED UNDER CHAPTER 1 OF ECIA (SOP)
AND CHILDREN 3-21 YEARS OLD SERVED UNDER EHA-B.

DATA AS OF OCTOBER 1, 1987.

Table 28

NUMBER AND CHANGE IN NUMBER OF CHILDREN SERVED UNDER CHAPTER 1 OF ECIA (SOP) AND EHA-B
OTHER HEALTH IMPAIRED

STATE	NUMBER SERVED			CHANGE IN NUMBER SERVED		PERCENT CHANGE IN NUMBER SERVED	
	1976-77	1985-86	1986-87	1976-77 - 1986-87	1985-86 - 1986-87	1976-77 - 1986-87	1985-86 - 1986-87
ALABAMA	435	652	732	297	88	68.3	12.3
ALASKA	1,547	83	32	-1,415	49	-91.5	50.0
ARIZONA	450	584	531	81	-53	18.0	-9.1
ARKANSAS	289	248	312	43	64	16.0	25.0
CALIFORNIA	28,164	12,544	12,167	-15,997	-377	-56.8	-3.0
COLORADO	8	0	0	-8	0	-100.0	0.0
CONNECTICUT	2,383	1,021	1,123	-1,180	102	-51.2	18.0
DELAWARE	19	54	161	142	107	747.4	188.1
DISTRICT OF COLUMBIA	506	98	117	-389	21	-76.9	21.9
FLORIDA	1,283	2,385	2,693	810	-212	63.1	-9.2
GEORGIA	1,553	291	256	-1,297	-35	-83.5	-12.0
HAWAII	48	9	10	-36	1	-79.2	11.1
IDaho	140	575	482	342	-93	244.3	-16.2
ILLINOIS	6,635	1,721	1,778	-4,857	57	-73.2	3.3
INDIANA	1,134	284	242	-892	-42	-78.7	-14.8
IOWA	12	3	3	-9	0	-75.0	0.0
KANSAS	431	246	281	-150	35	-34.8	14.2
KENTUCKY	1,533	449	357	-1,176	-82	-76.7	-20.5
LOUISIANA	1,598	1,436	1,140	-458	-298	-28.7	-20.7
MAINE	706	306	300	-326	-16	-46.2	-4.0
MARYLAND	189	924	782	682	-142	334.4	-15.4
MASSACHUSETTS	3,897	2,085	2,382	-1,425	297	-37.4	14.2
MICHIGAN	1,382	493	740	-633	256	-45.8	51.9
MINNESOTA	1,353	845	813	-540	-32	-40.4	-3.8
MISSISSIPPI	283	5	0	-283	-5	-100.0	-100.0
MISSOURI	1,376	885	384	-982	-411	-71.4	-51.1
MONTANA	130	287	191	61	-16	46.9	-7.7
NEBRASKA	47	0	0	-47	0	-100.0	0.0
NEVADA	631	285	212	-418	-53	-66.4	-20.0
NEW HAMPSHIRE	1,135	286	296	-839	30	-73.9	11.3
NEW JERSEY	2,588	1,274	706	-1,822	-580	-70.4	-30.9
NEW MEXICO	51	551	161	110	-390	215.7	-78.8
NEW YORK	25,846	9,782	4,341	-21,505	-5,361	-83.2	-55.3
NORTH CAROLINA	583	1,518	1,657	1,154	147	229.4	0.7
NORTH DAKOTA	55	99	133	78	34	141.8	34.3
OHIO	891	0	0	-891	0	-100.0	0.0
OKLAHOMA	243	235	248	5	13	2.1	5.5
OREGON	2,550	673	833	-1,697	160	-67.1	23.8
PENNSYLVANIA	9,663	0	0	-9,663	0	-100.0	0.0
PUERTO RICO	86	1,156	1,632	946	-124	1,100.0	-10.7
RHODE ISLAND	1,740	217	253	-1,487	36	-85.5	16.0
SOUTH CAROLINA	671	198	188	-483	-10	-72.0	-5.1
SOUTH DAKOTA	311	83	188	-283	15	-85.3	16.1
TENNESSEE	2,343	1,172	1,736	-987	564	-25.9	48.1
TEXAS	36,747	7,963	8,728	-22,819	765	-71.0	8.6
UTAH	234	384	453	219	149	93.6	49.0
VERMONT	145	125	137	-8	12	-5.5	9.6
VIRGINIA	1,342	522	486	-856	-36	-63.8	-4.9
WASHINGTON	722	2,189	2,482	1,740	353	241.0	16.7
WEST VIRGINIA	429	523	283	-226	-320	-52.7	-81.2
WISCONSIN	1,843	429	248	-795	-181	-78.2	-42.2
WYOMING	252	334	297	45	-37	17.9	-11.1
AMERICAN SAMOA	3	0	0	-3	0	-100.0	0.0
GUAM	28	0	10	-16	2	-61.5	25.0
NORTHERN MARIANAS	-	-	6	-	-	-	-
TRUST TERRITORIES	31	0	0	-	-	-	-
VIRGIN ISLANDS	0	0	0	0	0	0.0	0.0
BUR. OF INDIAN AFFAIRS	-	51	56	-	5	-	9.0
U.S. & INSULAR AREAS	141,433	56,142	52,658	-88,775	-5,484	-62.8	-9.4
50 STATES, D.C. & P.R.	141,373	56,083	52,598	-88,787	-5,487	-62.8	-9.5

THE FIGURES REPRESENT CHILDREN 0-20 YEARS OLD SERVED UNDER CHAPTER 1 OF ECIA (SOP)
AND CHILDREN 3-21 YEARS OLD SERVED UNDER EHA-B.

DATA AS OF OCTOBER 1, 1987.

Table 29

NUMBER AND CHANGE IN NUMBER OF CHILDREN SERVED UNDER CHAPTER 1 OF ECIA (SOP) AND EHA-B
VISUALLY HANDICAPPED

STATE	NUMBER SERVED			CHANGE IN NUMBER SERVED		PERCENT CHANGE IN NUMBER SERVED	
	1976-77	1985-86	1986-87	1976-77 - 1986-87	1985-86 - 1986-87	1976-77 - 1986-87	1985-86 - 1986-87
ALABAMA	376	409	437	61	-32	16.2	-6.8
ALASKA	83	44	40	-43	-4	-51.8	-9.1
ARIZONA	365	412	427	62	15	17.0	3.6
ARKANSAS	281	265	244	-37	-21	-13.2	-7.9
CALIFORNIA	3,121	2,448	2,483	-638	35	-20.4	1.4
COLORADO	425	318	320	-105	2	-24.7	0.6
CONNECTICUT	677	551	521	-156	-210	-22.6	-39.5
DELAWARE	80	141	117	37	-24	46.2	-17.0
DISTRICT OF COLUMBIA	122	28	25	-97	-1	-79.5	-3.8
FLORIDA	774	861	885	31	4	4.0	0.5
GEORGIA	631	513	572	-259	59	-31.2	11.5
HAWAII	46	74	86	40	12	87.0	16.2
IDAHO	369	212	179	-190	-33	-51.5	-15.6
ILLINOIS	1,631	1,284	1,418	-213	134	-13.1	19.4
INDIANA	650	545	579	-71	34	-10.9	6.2
IOWA	250	247	233	3	-14	1.3	-5.7
KANSAS	331	283	249	-82	-14	-24.6	-5.3
KENTUCKY	449	543	484	35	-59	7.8	-18.9
LOUISIANA	532	531	483	-49	-48	-9.2	-9.0
MAINE	224	119	128	-96	9	-42.9	7.6
MARYLAND	810	777	525	-285	-252	-35.2	-32.4
MASSACHUSETTS	2,485	883	954	-1,531	71	-61.6	8.0
MICHIGAN	1,314	918	885	-449	-45	-34.2	-4.9
MINNESOTA	570	480	488	-184	-2	-28.8	-0.5
MISSISSIPPI	175	214	220	54	15	30.9	7.0
MISSOURI	661	283	310	-351	27	-53.1	9.5
MONTANA	234	180	184	-50	4	-21.4	2.2
NEBRASKA	189	184	184	4	20	2.2	12.2
NEVADA	79	84	63	-16	-1	-20.3	-1.6
NEW HAMPSHIRE	275	114	106	-169	-6	-61.5	-7.0
NEW JERSEY	1,435	1,182	591	-844	-571	-58.8	-49.1
NEW MEXICO	197	139	137	-60	-2	-30.5	-1.4
NEW YORK	4,134	1,683	1,720	-2,414	37	-58.4	2.2
NORTH CAROLINA	850	618	625	-225	7	-26.5	1.1
NORTH DAKOTA	94	64	76	-18	12	-19.1	18.8
OHIO	1,174	953	975	-199	22	-17.0	2.3
OKLAHOMA	246	274	301	55	27	22.4	9.9
OREGON	563	450	482	-181	-97	-29.1	-12.4
PENNSYLVANIA	3,316	1,551	1,467	-1,849	-84	-55.8	-5.4
PUERTO RICO	177	2,316	969	792	-1,347	447.5	-88.2
RHODE ISLAND	127	86	83	-44	-3	-34.6	-3.5
SOUTH CAROLINA	950	478	445	-514	-33	-53.6	-6.9
SOUTH DAKOTA	63	60	68	-3	8	-4.8	0.0
TENNESSEE	992	760	825	-187	56	-18.8	7.3
TEXAS	1,571	2,281	2,281	710	0	45.2	3.6
UTAH	321	301	272	-49	-119	-15.3	-38.4
VERMONT	32	43	59	27	16	84.4	37.2
VIRGINIA	1,528	606	767	-761	-181	-49.8	-11.6
WASHINGTON	949	354	985	-44	571	-4.6	171.6
WEST VIRGINIA	353	297	278	-83	-27	-23.5	-9.1
WISCONSIN	575	393	286	-289	-187	-50.3	-27.2
WYOMING	191	68	53	-136	-15	-72.3	-22.1
AMERICAN SAMOA	4	0	1	-3	1	-75.0	100.0
GUAM	16	10	6	-10	-12	-62.5	-66.7
NORTHERN MARIANAS	-	-	4	-	-	-	-
TRUST TERRITORIES	48	-	-	-	-	-	-
VIRGIN ISLANDS	22	10	3	-19	-7	-86.4	-70.0
BUR. OF INDIAN AFFAIRS	-	0	10	-	2	-	25.0
U.S. & INSULAR AREAS	38,257	29,026	27,049	-11,208	-1,977	-29.3	-6.8
50 STATES, D.C. & P.R.	38,167	28,990	27,025	-11,142	-1,965	-29.2	-6.8

THE FIGURES REPRESENT CHILDREN 0-20 YEARS OLD SERVED UNDER CHAPTER 1 OF ECIA (SOP)
AND CHILDREN 3-21 YEARS OLD SERVED UNDER EHA-B.

DATA AS OF OCTOBER 1, 1987.

Table 30

NUMBER AND CHANGE IN NUMBER OF CHILDREN SERVED UNDER CHAPTER 1 OF ECIA (SOP) AND EHA-B

DEAF-BLIND

STATE	NUMBER SERVED			+CHANGE IN NUMBER SERVED+		PERCENT CHANGE +IN NUMBER SERVED+	
	1976-77	1985-86	1986-87	1976-77 - 1986-87	1985-86 - 1986-87	1976-77 - 1986-87	1985-86 - 1986-87
ALABAMA	-	43	28	-	-15	-	-34.9
ALASKA	-	2	9	-	7	-	350.0
ARIZONA	-	8	2	-	2	-	100.0
ARKANSAS	-	18	14	-	4	-	40.0
CALIFORNIA	-	188	147	-	-33	-	-18.3
COLORADO	-	87	85	-	2	-	9.2
CONNECTICUT	-	11	23	-	12	-	100.1
DELAWARE	-	37	37	-	0	-	0.0
DISTRICT OF COLUMBIA	-	31	18	-	-15	-	-48.4
FLORIDA	-	38	68	-	30	-	100.0
GEORGIA	-	38	58	-	20	-	66.7
HAWAII	-	11	9	-	-2	-	-18.2
IDAH0	-	3	8	-	3	-	100.0
ILLINOIS	-	88	88	-	0	-	-4.4
INDIANA	-	7	47	-	40	-	571.4
IOWA	-	34	45	-	11	-	32.4
KANSAS	-	55	42	-	-13	-	-23.6
KENTUCKY	-	17	11	-	-6	-	-35.3
LOUISIANA	-	35	34	-	-1	-	-2.9
MAINE	-	18	7	-	-11	-	-61.1
MARYLAND	-	127	72	-	-55	-	-43.3
MASSACHUSETTS	-	72	58	-	-14	-	-19.4
MICHIGAN	-	8	8	-	0	-	0.0
MINNESOTA	-	25	21	-	-4	-	-16.0
MISSISSIPPI	-	21	12	-	-9	-	-42.9
MISSOURI	-	78	77	-	-1	-	-1.3
MONTANA	-	29	29	-	0	-	0.0
NEBRASKA	-	8	8	-	0	-	0.0
NEVADA	-	5	1	-	-4	-	-80.0
NEW HAMPSHIRE	-	14	18	-	4	-	28.6
NEW JERSEY	-	188	46	-	-142	-	-75.5
NEW MEXICO	-	13	48	-	35	-	269.2
NEW YORK	-	194	53	-	-141	-	-72.7
NORTH CAROLINA	-	35	23	-	-12	-	-34.3
NORTH DAKOTA	-	23	21	-	-2	-	-8.7
OHIO	-	8	7	-	-1	-	-12.5
OKLAHOMA	-	58	43	-	-15	-	-25.9
OREGON	-	68	32	-	-36	-	-52.9
PENNSYLVANIA	-	15	12	-	-3	-	-20.0
PUERTO RICO	-	112	131	-	19	-	17.0
RHODE ISLAND	-	8	6	-	-2	-	-25.0
SOUTH CAROLINA	-	22	9	-	-13	-	-59.1
SOUTH DAKOTA	-	58	38	-	-20	-	-34.5
TENNESSEE	-	24	28	-	4	-	16.7
TEXAS	-	92	77	-	-15	-	-16.3
UTAH	-	24	27	-	3	-	12.5
VERMONT	-	6	7	-	1	-	16.7
VIRGINIA	-	49	18	-	-31	-	-61.2
WASHINGTON	-	49	46	-	-3	-	-6.1
WEST VIRGINIA	-	16	31	-	15	-	93.8
WISCONSIN	-	31	3	-	-28	-	-90.3
WYOMING	-	6	8	-	2	-	33.3
AMERICAN SAMOA	-	2	4	-	2	-	100.0
GUAM	-	18	8	-	-10	-	-55.6
NORTHERN MARIANAS	-	-	3	-	3	-	-
TRUST TERRITORIES	-	-	-	-	-	-	-
VIRGIN ISLANDS	-	18	11	-	-7	-	-38.9
BUR. OF INDIAN AFFAIRS	-	8	8	-	0	-	0.0
U.S. & INSULAR AREAS	-	2,132	1,786	-	-346	-	-17.2
50 STATES, D.C. & P.R.	-	2,118	1,748	-	-370	-	-17.5

THE FIGURES REPRESENT CHILDREN 0-20 YEARS OLD SERVED UNDER CHAPTER 1 OF ECIA (SOP) AND CHILDREN 3-21 YEARS OLD SERVED UNDER EHA-B.

DATA AS OF OCTOBER 1, 1987.

Table 31

NUMBER OF CHILDREN 3 - 21 YEARS OLD SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS
DURING SCHOOL YEAR 1985-1986

STATE	ALL CONDITIONS NUMBER								
	REGULAR CLASSES	RESOURCE ROOM	SEPARATE CLASSES	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	CORRECTIONAL FACILITY	HOMEBOUND HOSPITAL EN- VIRONMENT
ALABAMA	0	62,836	25,931	135	65	1,365	25	437	621
ALASKA	4,696	4,299	2,079	336	18	15	6	18	21
ARIZONA	140	37,378	11,827	361	523	376	462	91	489
ARKANSAS	12,069	26,315	5,471	549	1,629	742	60	166	160
CALIFORNIA	106,972	146,210	117,259	-	3,789	-	-	554	-
COLORADO	10,913	24,646	9,245	1,339	446	333	369	211	330
CONNECTICUT	5,697	36,145	18,562	2,211	1,663	256	1,143	1,129	666
DELAWARE	2,785	3,869	2,631	1,928	12	60	47	154	266
DISTRICT OF COLUMBIA	1,345	1,189	2,821	1,859	366	46	212	43	0
FLORIDA	51,955	65,697	39,969	8,632	732	914	181	696	2,636
GEORGIA	947	66,252	23,166	1,935	9	710	49	0	190
HAWAII	4,873	4,492	3,184	175	25	62	39	34	46
IDaho	7,699	6,975	3,189	515	0	0	41	22	966
ILLINOIS	76,547	76,816	76,833	11,933	4,836	843	1,171	633	1,165
INDIANA	46,332	29,466	27,737	4,717	0	766	157	23	46
IOWA	14,284	22,455	18,825	-	96	535	-	-	364
KANSAS	15,636	13,373	8,565	1,069	315	961	129	396	349
KENTUCKY	28,785	37,615	11,224	2,911	93	890	124	43	741
LOUISIANA	27,660	17,831	23,365	4,913	457	1,917	155	182	666
MAINE	3,676	13,816	4,766	1,053	3,069	391	493	111	555
MARYLAND	35,625	18,065	21,826	10,433	1,262	920	339	324	477
MASSACHUSETTS	11,166	66,466	25,946	2,666	3,662	636	697	183	966
MICHIGAN	67,917	32,767	39,773	8,666	0	266	0	151	1,161
MINNESOTA	16,295	56,696	7,951	9,932	-	364	-	21	1,664
MISSISSIPPI	16,656	19,516	11,572	1,837	113	12	33	32	212
MISSOURI	2,737	73,419	21,233	2,553	2,293	414	-	316	564
MONTANA	9,137	2,924	2,729	126	0	197	6	65	236
NEBRASKA	5,215	22,110	2,357	13	7	231	252	122	173
NEVADA	3,645	6,765	2,239	1,147	1	7	5	60	160
NEW HAMPSHIRE	9,633	2,475	2,553	8	856	25	217	13	65
NEW JERSEY	71,116	34,734	47,496	5,466	8,644	1,467	137	426	661
NEW MEXICO	15,667	8,654	4,531	676	176	394	0	77	19
NEW YORK	27,177	95,476	113,293	26,363	13,629	1,516	5,299	2,647	1,241
NORTH CAROLINA	35,699	55,249	15,656	3,216	263	1,469	416	277	632
NORTH DAKOTA	8,359	976	1,781	151	33	172	34	10	116
OHIO	76,462	47,669	55,275	4,795	11,419	9,351	0	552	1,972
OKLAHOMA	22,961	37,291	8,753	866	47	1,069	189	1	342
OREGON	24,532	12,477	3,362	456	211	19	32	82	132
PENNSYLVANIA	67,436	56,661	57,924	7,559	6,216	772	1,339	543	1,636
PUERTO RICO	1,946	14,313	12,121	11,669	666	256	79	66	2,366
RHODE ISLAND	10,935	2,924	4,667	166	532	23	121	83	151
SOUTH CAROLINA	21,966	31,665	14,634	1,546	194	1,636	54	0	292
SOUTH DAKOTA	666	9,664	2,649	54	93	191	349	25	32
TENNESSEE	32,266	41,207	16,727	2,525	563	1,126	29	161	814
TEXAS	6,116	216,565	53,559	7,667	764	5,675	419	1,756	7,546
UTAH	15,166	18,563	5,562	1,579	67	569	2	2	524
VERMONT	5,464	3,110	1,465	66	60	4	194	0	362
VIRGINIA	32,455	36,462	26,425	2,966	56	1,325	461	362	461
WASHINGTON	31,613	17,616	16,160	1,673	1,175	716	14	251	66
WEST VIRGINIA	21,612	14,757	8,124	892	16	376	14	139	161
WISCONSIN	29,316	25,272	17,461	2,652	13	613	1	191	72
WYOMING	4,666	4,226	1,362	132	16	169	1	45	29
AMERICAN SAMOA	5	132	9	59	0	0	0	0	3
GUAM	466	375	859	166	0	4	1	0	7
NORTHERN MARIANAS	-	-	-	-	-	-	-	-	-
TRUST TERRITORIES	-	-	-	-	-	-	-	-	-
VIRGIN ISLANDS	-	-	-	-	-	-	-	-	-
BUR. OF INDIAN AFFAIRS	2,177	2,464	467	45	3	4	242	-	4
U.S. & INSULAR AREAS	1,135,349	1,791,266	1,059,746	164,673	71,667	41,662	15,664	13,256	34,666
50 STATES, D.C. & P.R.	1,132,761	1,786,269	1,056,473	163,661	71,664	41,674	15,561	13,256	34,674

DATA AS OF OCTOBER 1, 1987.

Table 32

PERCENT OF CHILDREN 3 - 21 YEARS OLD SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS
DURING SCHOOL YEAR 1985-1986

STATE	ALL CONDITIONS PERCENT							
	REGULAR CLASSES	RESOURCE ROOM	SEPARATE CLASSES	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	CORRECTIONAL FACILITY
ALABAMA	0.00	68.71	28.45	0.13	0.07	1.43	0.03	0.46
ALASKA	48.89	37.42	18.00	2.92	0.16	0.13	0.05	0.16
ARIZONA	0.27	72.43	22.12	0.74	1.01	0.73	0.78	0.18
ARKANSAS	25.05	55.84	11.01	1.17	3.48	1.57	0.13	0.23
CALIFORNIA	28.92	38.80	31.12	-	1.01	-	-	0.15
COLORADO	23.13	50.98	19.00	2.84	0.95	0.71	0.06	0.45
CONNECTICUT	8.39	49.82	38.46	3.64	2.74	0.42	1.88	1.06
DELAWARE	19.87	43.11	19.33	14.16	0.89	0.44	0.35	1.13
DISTRICT OF COLUMBIA	19.83	16.82	39.91	14.88	5.60	0.57	3.00	0.61
FLORIDA	30.54	38.28	23.48	3.07	0.43	0.54	0.11	0.41
GEORGIA	1.82	71.04	24.84	2.67	0.01	0.78	0.05	0.06
HAWAII	37.92	34.98	24.16	1.36	0.19	0.48	0.30	0.26
IDAHO	37.75	37.89	16.96	2.74	0.00	0.00	0.22	0.12
ILLINOIS	29.52	32.14	29.64	4.99	2.62	0.35	0.19	0.35
INDIANA	39.00	28.57	28.88	4.57	0.00	0.68	0.15	0.02
IOWA	25.29	39.74	33.33	-	0.16	0.95	-	0.54
KANSAS	38.28	33.16	28.92	2.61	0.77	2.29	0.32	0.97
KENTUCKY	27.53	50.54	15.06	3.91	0.12	1.29	0.17	0.06
LOUISIANA	35.24	23.27	38.41	6.41	0.68	2.58	0.20	0.24
MAINE	13.19	49.57	17.10	3.78	10.00	1.40	1.77	0.40
MARYLAND	39.55	28.33	24.05	11.78	1.36	1.04	0.36	0.37
MASSACHUSETTS	8.25	65.78	19.28	2.00	2.88	0.62	0.52	0.06
MICHIGAN	45.27	21.84	28.51	5.36	0.00	0.18	0.00	0.18
MINNESOTA	12.62	62.69	9.83	12.28	-	0.47	-	0.03
MISSISSIPPI	36.45	38.13	22.61	2.83	0.22	0.02	0.06	0.06
MISSOURI	2.65	70.96	28.52	2.47	2.22	0.40	-	0.31
MONTANA	59.29	18.97	17.71	0.78	0.00	1.28	0.05	0.42
NEBRASKA	17.11	72.54	7.73	0.04	0.02	0.76	0.83	0.40
NEVADA	27.14	47.75	15.60	8.10	0.01	0.05	0.04	0.42
NEW HAMPSHIRE	61.28	15.43	15.91	0.05	5.33	0.18	1.35	0.06
NEW JERSEY	41.94	20.46	28.01	3.24	4.74	0.87	0.06	0.25
NEW MEXICO	52.84	27.27	15.34	2.29	0.68	1.33	0.00	0.26
NEW YORK	9.50	33.38	39.62	9.29	4.77	0.53	1.85	0.72
NORTH CAROLINA	31.62	48.84	13.86	2.85	0.23	1.32	0.37	0.25
NORTH DAKOTA	71.85	8.39	15.31	1.30	0.28	1.48	0.29	0.09
OHIO	35.07	23.41	27.53	2.39	5.69	4.66	0.00	0.27
OKLAHOMA	32.15	52.17	12.25	1.21	0.07	1.41	0.26	0.00
OREGON	59.39	30.21	8.19	1.06	0.51	0.05	0.06	0.20
PENNSYLVANIA	33.90	28.19	29.12	3.80	3.13	0.39	0.67	0.27
PUERTO RICO	4.48	32.89	27.85	28.81	1.58	0.59	0.18	0.20
RHODE ISLAND	55.24	14.77	24.59	0.81	2.69	0.12	0.61	0.42
SOUTH CAROLINA	31.30	44.26	20.00	2.28	0.28	1.47	0.00	0.00
SOUTH DAKOTA	6.49	72.78	15.11	0.40	0.69	1.41	2.57	0.18
TENNESSEE	33.85	43.28	17.54	2.05	0.59	1.18	0.03	0.11
TEXAS	2.09	71.83	18.30	2.39	0.24	1.73	0.14	0.60
UTAH	36.11	44.28	13.29	3.76	0.16	1.21	0.00	0.00
VERMONT	50.67	30.10	13.17	0.62	0.75	0.04	1.82	0.00
VIRGINIA	30.83	36.48	27.00	2.82	0.43	1.26	0.46	0.34
WASHINGTON	45.42	24.92	23.67	2.74	1.72	1.05	0.02	0.37
WEST VIRGINIA	48.19	32.44	17.86	1.96	0.04	0.83	0.03	0.31
WISCONSIN	39.33	33.68	23.19	2.73	0.02	0.02	0.00	0.13
WYOMING	39.83	42.68	13.56	1.31	0.18	1.63	0.81	0.45
AMERICAN SAMOA	2.40	83.48	4.33	28.37	0.00	0.00	0.00	0.00
GUAM	22.31	20.60	47.20	9.23	0.00	0.22	0.05	0.00
NORTHERN MARIANAS TRUST TERRITORIES	-	-	-	-	-	-	-	-
VIRGIN ISLANDS	-	-	-	-	-	-	-	-
BUR. OF INDIAN AFFAIRS	48.57	48.29	7.58	0.84	0.06	0.67	4.51	-
U.S. & INSULAR AREAS	26.24	41.40	24.49	3.79	1.64	0.97	0.37	0.31
50 STATES, D.C. & P.R.	26.25	41.40	24.51	3.79	1.65	0.97	0.36	0.31

DATA AS OF OCTOBER 1, 1987.

Table 33

NUMBER OF CHILDREN 3 - 21 YEARS OLD SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS
DURING SCHOOL YEAR 1985-1986

STATE	LEARNING DISABLED NUMBER								
	REGULAR CLASSES	RESOURCE ROOM	SEPARATE CLASSES	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	CORRECTIONAL FACILITY	HOMEBOUND HOSPITAL EN- VIRONMENT
ALABAMA	0	26,587	1,181	0	0	0	0	45	0
ALASKA	2,636	3,192	974	43	0	0	1	9	4
ARIZONA	16	22,615	4,227	1	12	0	8	0	0
ARKANSAS	3,448	17,248	1,832	64	83	0	7	75	29
CALIFORNIA	5,979	141,377	63,791	-	671	-	-	388	-
COLORADO	2,890	16,837	1,839	47	39	2	14	22	16
CONNECTICUT	2,584	28,144	8,468	236	226	35	52	9	25
DELAWARE	1,387	3,713	1,218	533	5	0	2	2	12
DISTRICT OF COLUMBIA	9	1,869	1,688	153	107	0	5	15	0
FLORIDA	10,852	39,988	13,481	531	1	0	1	89	53
GEORGIA	279	28,427	2,512	2	2	0	3	0	12
HAWAII	2,432	3,925	1,016	0	2	3	0	15	0
IDAH0	4,790	4,266	20	183	0	0	0	6	0
ILLINOIS	4,512	65,484	27,170	1,012	169	15	10	14	27
INDIANA	687	25,318	7,736	59	0	0	1	0	2
IOWA	219	17,444	3,992	-	0	1	-	-	20
KANSAS	3,796	10,882	1,514	26	10	0	0	8	14
KENTUCKY	2,113	17,715	1,963	250	0	0	1	31	57
LOUISIANA	7,668	13,888	11,320	1,027	87	57	11	55	94
MAINE	682	7,832	757	110	1,347	0	26	0	62
MARYLAND	14,118	13,955	14,236	1,585	54	10	6	199	63
MASSACHUSETTS	3,918	31,207	9,158	948	1,369	294	247	37	321
MICHIGAN	26,158	23,893	14,864	319	0	37	0	97	110
MINNESOTA	4,792	28,761	2,313	1,118	-	0	-	19	158
MISSISSIPPI	4,631	13,185	4,812	52	0	0	0	7	18
MISSOURI	546	36,756	4,868	0	538	35	-	210	9
MONTANA	4,475	2,386	886	3	0	0	0	8	1
NEBRASKA	2,179	9,838	986	0	4	0	0	55	0
NEVADA	1,215	5,885	835	1	0	0	0	46	0
NEW HAMPSHIRE	6,272	1,842	1,885	0	195	1	28	0	4
NEW JERSEY	9,750	38,117	38,825	332	1,253	2	14	87	92
NEW MEXICO	7,335	4,433	524	19	9	0	0	21	1
NEW YORK	919	78,640	56,811	5,471	586	1	194	708	92
NORTH CAROLINA	14,625	29,331	3,544	16	4	45	2	68	11
NORTH DAKOTA	4,379	539	133	13	1	3	1	0	3
OHIO	22,880	39,699	9,967	78	1,813	0	0	231	23
OKLAHOMA	6,911	18,484	1,485	69	9	38	19	0	23
OREGON	13,165	18,422	1,319	17	55	2	1	35	38
PENNSYLVANIA	14,226	37,279	22,978	534	1,170	39	88	114	58
PUERTO RICO	320	4,788	836	581	11	6	1	0	25
RHODE ISLAND	7,554	2,581	3,194	32	63	0	10	0	10
SOUTH CAROLINA	1,857	17,931	3,549	95	0	0	4	0	0
SOUTH DAKOTA	445	4,261	193	4	1	2	2	1	1
TENNESSEE	5,571	31,572	8,868	184	23	0	3	53	31
TEXAS	2,961	128,388	19,772	987	8	118	0	1,381	143
UTAH	5,667	8,179	1,864	14	4	0	0	0	35
VERMONT	1,835	2,218	25	4	7	0	23	0	16
VIRGINIA	6,548	25,441	12,239	489	111	18	41	61	22
WASHINGTON	16,838	12,843	4,327	320	42	0	2	126	12
WEST VIRGINIA	5,849	18,150	1,944	0	0	0	1	58	12
WISCONSIN	10,287	11,655	7,790	39	1	0	0	19	0
WYOMING	1,599	2,990	551	8	0	2	5	2	1
AMERICAN SAMOA	0	0	0	0	0	0	0	0	0
GUAM	180	171	383	0	0	0	0	0	0
NORTHERN MARIANAS TRUST TERRITORIES	-	-	-	-	-	-	-	-	-
VIRGIN ISLANDS	-	-	-	-	-	-	-	-	-
BUR. OF INDIAN AFFAIRS	678	2,084	71	27	0	0	4	-	0
U.S. & INSULAR AREAS	286,434	1,158,827	394,482	17,374	18,893	758	881	4,258	1,731
50 STATES, D.C. & P.R.	285,576	1,155,772	394,828	17,347	18,893	758	797	4,258	1,731

DATA AS OF OCTOBER 1, 1987.

Table 34

NUMBER OF CHILDREN 3 - 21 YEARS OLD SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS
DURING SCHOOL YEAR 1985-1986

STATE	SPEECH IMPAIRED NUMBER								
	REGULAR CLASSES	RESOURCE ROOM	SEPARATE CLASSES	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	CORRECTIONAL FACILITY	HOMEBOUND HOSPITAL EN- VIRONMENT
ALABAMA	0	7	125	0	0	0	0	1	0
ALASKA	1,846		323	285	18	0	0	1	0
ARIZONA	52		636	13	81	0	0	0	0
ARKANSAS	7,273		113	36	14	0	0	0	3
CALIFORNIA	88,487	1,222	4,223	-	101	-	-	168	-
COLORADO	5,498	1,829	452	162	71	0	0	0	9
CONNECTICUT	1,118	5,289	3,901	52	85	5	7	2	8
DELAWARE	863	580	86	8	0	0	0	0	1
DISTRICT OF COLUMBIA	1,318	2	152	51	5	0	0	0	0
FLORIDA	39,883	14,379	734	43	24	0	0	3	39
GEORGIA	186	21,254	154	0	0	0	0	0	0
HAWAII	2,189	19	183	0	0	0	0	0	2
IDaho	1,858	1,627	574	14	0	0	0	0	1
ILLINOIS	23,532	1,988	4,489	735	24	6	12	4	11
INDIANA	38,277	0	0	344	0	36	0	23	0
IOWA	13,811	78	501	-	0	0	-	-	37
KANSAS	18,723	447	283	172	137	0	0	0	123
KENTUCKY	16,998	8,337	308	323	2	0	0	2	3
LOUISIANA	7,448	1,711	2,828	298	12	21	0	4	63
MAINE	782	1,833	717	184	1,837	0	0	0	122
MARYLAND	19,143	2,157	3,197	689	185	4	2	7	49
MASSACHUSETTS	2,553	28,333	5,287	818	893	191	168	24	288
MICHIGAN	33,875	249	8,542	448	0	0	0	0	367
MINNESOTA	3,791	2,587	878	1,718	-	0	-	2	18
MISSISSIPPI	13,777	2,283	743	328	76	0	2	0	2
MISSOURI	13,777	26,132	1,301	0	467	2	-	2	22
MONTANA	4,828	98	415	2	0	0	0	3	11
NEBRASKA	1,584	8,783	728	0	0	0	0	0	0
NEVADA	2,531	194	332	188	0	0	0	0	0
NEW HAMPSHIRE	1,853	278	728	0	87	0	0	0	49
NEW JERSEY	53,886	438	1,464	56	431	0	1	18	2
NEW MEXICO	8,486	1,787	935	367	44	0	0	6	0
NEW YORK	22,263	3,818	8,787	1,111	2,878	8	2	38	1
NORTH CAROLINA	18,858	2,588	285	59	15	0	0	43	38
NORTH DAKOTA	3,551	56	278	41	4	1	1	0	25
OHIO	45,863	0	0	0	9,388	0	0	43	0
OKLAHOMA	14,257	12,481	343	131	4	1	0	0	32
OREGON	9,877	636	353	58	53	0	0	2	11
PENNSYLVANIA	49,438	7,845	717	289	9	0	0	7	542
Puerto Rico	832	374	284	367	41	7	0	0	21
RHODE ISLAND	3,884	88	118	0	8	0	0	0	0
SOUTH CAROLINA	17,657	1,875	118	0	0	0	0	0	0
SOUTH DAKOTA	383	4,223	774	0	0	0	0	0	3
TENNESSEE	24,388	2,831	584	93	14	0	0	12	23
TEXAS	1,564	81,883	2,545	442	18	442	0	5	21
UTAH	4,949	3,381	85	6	12	0	0	0	58
VERMONT	2,881	188	178	6	39	0	23	0	228
VIRGINIA	19,853	8,388	283	378	3	1	0	3	14
WASHINGTON	12,188	589	1,882	0	132	0	0	0	0
WEST VIRGINIA	13,477	226	144	25	0	0	0	0	58
WISCONSIN	18,514	1,385	582	88	0	0	0	0	1
WYOMING	7,882	518	118	74	1	0	0	0	0
AMERICAN SAMOA	2	37	0	0	0	0	0	0	0
GUAM	112	71	14	0	0	0	0	0	0
NORTHERN MARIANAS	-	-	-	-	-	-	-	-	-
TRUST TERRITORIES	-	-	-	-	-	-	-	-	-
VIRGIN ISLANDS	-	-	-	-	-	-	-	-	-
BUR. OF INDIAN AFFAIRS	1,377	0	0	0	0	0	0	-	0
U.S. & INSULAR AREAS	741,878	285,943	62,158	9,748	18,359	726	228	415	2,283
50 STATES, D.C. & P.R.	748,179	285,835	62,136	9,739	18,359	726	228	415	2,283

DATA AS OF OCTOBER 1, 1987.

Table 35

NUMBER OF CHILDREN 3 - 21 YEARS OLD SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS
DURING SCHOOL YEAR 1985-1986

STATE	MENTALLY RETARDED NUMBER								HOMESOUND HOSPITAL EN- VIRONMENT
	REGULAR CLASSES	RESOURCE ROOM	SEPARATE CLASSES	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	CORRECTIONAL FACILITY	
ALABAMA	0	10,868	21,532	22	0	199	0	132	0
ALASKA	32	132	296	18	0	0	0	0	1
ARIZONA	8	1,196	4,100	58	191	1	4	1	0
ARKANSAS	1,002	6,829	3,759	294	1,234	402	8	31	27
CALIFORNIA	783	547	678	-	278	-	-	18	-
COLORADO	55	770	2,066	273	130	87	5	4	7
CONNECTICUT	280	368	2,784	614	128	185	73	15	33
DELAWARE	60	435	424	598	1	1	7	1	13
DISTRICT OF COLUMBIA	15	99	815	418	173	10	34	21	0
FLORIDA	286	1,591	15,111	8,121	561	121	50	365	190
GEORGIA	26	6,781	10,306	408	7	418	23	0	31
HAWAII	17	291	1,017	48	15	42	0	2	10
IDAH0	85	740	1,965	287	0	0	0	5	74
ILLINOIS	1,5	1,992	28,977	3,867	1,062	35	376	9	18
INDIANA	14	2,484	16,751	2,982	-	18	64	0	21
IOWA	41	2,593	9,257	-	28	139	-	-	50
KANSAS	292	638	4,738	348	48	93	0	4	14
KENTUCKY	991	9,927	7,697	1,091	8	188	7	3	109
LOUISIANA	722	1,391	6,152	2,544	208	725	-	51	169
MAINE	0	2,677	1,292	213	351	114	-	0	2
MARYLAND	225	845	2,323	3,529	198	78	-	19	22
MASSACHUSETTS	2,353	18,742	5,501	569	823	176	148	22	192
MICHIGAN	588	2,721	8,426	4,140	0	9	0	18	136
MINNESOTA	198	4,806	3,497	4,382	-	105	-	0	184
MISSISSIPPI	352	3,787	6,192	534	17	2	10	24	85
MISSOURI	36	4,785	10,578	2,198	348	193	-	40	35
MONTANA	119	248	899	82	0	9	8	2	86
NEBRASKA	789	3,488	364	15	1	55	283	15	0
NEVADA	15	285	346	359	0	0	1	0	1
NEW HAMPSHIRE	477	94	286	0	197	3	29	0	2
NEW JERSEY	90	305	5,375	1,313	883	645	0	21	14
NEW MEXICO	182	964	1,687	185	58	81	0	5	2
NEW YORK	80	2,878	17,181	8,248	1,957	434	368	168	66
NORTH CAROLINA	1,534	11,589	8,257	2,068	174	121	78	45	39
NORTH DAKOTA	78	263	1,238	68	12	66	4	1	31
OHIO	823	6,354	35,726	399	147	8,925	0	237	84
OKLAHOMA	965	5,256	5,063	341	3	539	1	1	33
OREGON	187	623	891	124	9	1	1	0	6
PENNSYLVANIA	812	6,793	25,493	4,331	1,784	321	259	64	180
P.R. TO RICO	381	8,286	8,351	4,597	336	14	51	25	330
RHODE ISLAND	15	63	522	2	213	23	18	2	9
SOUTH CAROLINA	1,438	7,526	7,510	1,004	189	545	3	0	72
SOUTH DAKOTA	25	878	573	8	29	49	82	1	2
TENNESSEE	321	5,642	8,011	797	297	297	8	14	26
TEXAS	35	8,264	18,546	2,817	255	2,807	152	275	128
UTAH	145	710	2,148	305	1	214	0	0	48
VERMONT	526	548	1,824	2	1	0	22	0	4*
VIRGINIA	255	2,692	12,667	1,232	48	289	39	36	48
WASHINGTON	786	1,377	5,482	830	724	114	0	62	3
WEST VIRGINIA	737	3,558	4,972	785	2	107	0	39	24
WISCONSIN	362	3,622	6,491	1,242	4	281	0	9	3
WYOMING	9	184	287	51	7	96	10	2	0
AMERICAN SAMOA	1	95	0	42	0	0	0	0	0
GUAM	78	189	390	86	0	0	1	0	0
NORTHERN MARIANAS TRUST TERRITORIES	-	-	-	-	-	-	-	-	-
VIRGIN ISLANDS	-	-	-	-	-	-	-	-	-
BUR. OF INDIAN AFFAIRS	17	164	174	6	1	0	96	-	0
U.S. & INSULAR AREAS	19,242	167,167	368,910	66,882	12,553	18,378	2,332	1,001	2,691
50 STATES, D.C. & P.R.	19,146	156,799	368,346	66,748	12,552	18,378	2,235	1,001	2,691

DATA AS OF OCTOBER 1, 1987.

Table 36

NUMBER OF CHILDREN 3 - 21 YEARS OLD SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS
DURING SCHOOL YEAR 1985-1986

STATE	EMOTIONALLY DISTURBED NUMBER								HOMEBOUND HOSPITAL EN- VIRONMENT
	REGULAR CLASSES	RESOURCE ROOM	SEPARATE CLASSES	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	CORRECTIONAL FACILITY	
ALABAMA	0	4,143	1,210	84	61	125	25	256	184
ALASKA	34	136	133	22	0	15	5	8	12
ARIZONA	0	1,940	1,894	1	40	0	371	90	0
ARKANSAS	42	189	220	15	20	8	24	1	15
CALIFORNIA	307	473	6,082	-	2,292	-	-	26	-
COLORADO	1,651	3,551	2,280	146	37	21	274	181	248
CONNECTICUT	845	3,561	4,167	864	834	90	826	1,009	404
DELAWARE	335	1,106	536	301	5	47	23	136	105
DISTRICT OF COLUMBIA	0	18	287	229	74	14	163	7	0
FLORIDA	1,115	7,795	7,332	1,470	64	150	100	170	93
GEORGIA	119	10,004	3,553	443	0	294	0	0	11
HAWAII	71	124	250	0	2	11	39	17	26
IDaho	80	148	248	32	0	0	41	0	13
ILLINOIS	1,200	6,274	13,316	3,863	2,417	543	317	799	50
INDIANA	112	1,873	1,929	319	0	152	34	0	17
IOWA	244	2,813	3,384	-	36	137	-	-	55
KANSAS	400	1,418	1,968	292	33	279	161	306	8
KENTUCKY	29	1,830	792	432	20	256	184	2	69
LOUISIANA	367	699	2,820	373	35	297	93	70	63
MAINE	0	1,494	1,368	481	19	176	487	111	262
MARYLAND	317	374	1,144	1,273	346	218	151	87	69
MASSACHUSETTS	1,521	12,114	3,554	368	533	113	96	14	124
MICHIGAN	5,789	5,442	6,011	2,392	0	220	0	36	45
MINNESOTA	686	3,601	1,174	1,902	-	72	-	0	1,106
MISSISSIPPI	29	116	161	7	4	0	17	0	5
MISSOURI	116	4,425	3,007	61	533	0	-	0	45
MONTANA	226	140	178	0	0	54	3	52	9
NEBRASKA	363	1,574	105	0	0	0	49	42	173
NEVADA	52	506	223	179	0	5	2	14	6
NEW HAMPSHIRE	686	153	227	3	211	17	104	13	3
NEW JERSEY	667	2,557	5,279	1,807	3,122	326	25	225	263
NEW MEXICO	965	633	1,245	31	50	69	0	40	1
NEW YORK	787	8,634	22,487	6,719	2,317	647	3,685	1,659	693
NORTH CAROLINA	1,494	2,475	2,224	484	19	311	98	110	233
NORTH DAKOTA	210	82	62	10	3	11	16	9	2
OHIO	317	412	3,170	3,161	16	188	0	41	214
OKLAHOMA	127	245	642	64	11	95	155	0	27
OREGON	621	573	687	69	75	13	31	42	32
PENNSYLVANIA	906	4,096	7,426	1,669	2,488	301	469	351	142
PUERTO RICO	112	230	647	220	10	2	0	10	86
RHODE ISLAND	238	172	406	2	100	0	75	81	18
SOUTH CAROLINA	274	3,236	2,015	169	1	62	45	9	33
SOUTH DAKOTA	47	236	64	4	22	22	136	12	11
TENNESSEE	264	700	1,000	136	22	200	14	22	34
TEXAS	560	8,069	7,091	1,003	51	170	113	150	3,156
UTAH	4,056	5,229	1,420	323	46	171	1	2	215
VERMONT	196	175	14	54	12	0	33	0	5
VIRGINIA	683	1,455	3,610	389	273	312	338	193	172
WASHINGTON	918	733	1,672	249	64	84	10	63	10
WEST VIRGINIA	515	660	715	71	0	32	5	50	10
WISCONSIN	1,571	7,356	1,817	390	8	75	1	73	14
WYOMING	161	155	281	17	6	23	36	34	4
AMERICAN SAMOA	0	0	0	1	0	0	0	0	0
GUAM	4	5	25	3	0	4	0	0	0
NORTHERN MARIANAS	-	-	-	-	-	-	-	-	-
TRUST TERRITORIES	-	-	-	-	-	-	-	-	-
VIRGIN ISLANDS	-	-	-	-	-	-	-	-	-
BUR. OF INDIAN AFFAIRS	20	86	82	0	0	1	81	-	1
U.S. & INSULAR AREAS	32,740	125,014	132,790	32,506	18,092	6,711	8,730	6,219	8,618
50 STATES, D.C. & P.R.	32,716	124,951	132,683	32,504	18,092	6,706	8,649	6,219	8,617

DATA AS OF OCTOBER 1, 1987.

Table 37

NUMBER OF CHILDREN 3 - 21 YEARS OLD SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS
DURING SCHOOL YEAR 1985-1986

STATE	HAND OF HEARING & DEAF								HOMEBOUND HOSPITAL EN- VIRONMENT
	REGULAR CLASSES	RESOURCE ROOM	SEPARATE CLASSES	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	CORRECTIONAL FACILITY	
ALABAMA	0	764	322	5	1	743	0	2	0
ALASKA	64	41	76	4	0	0	0	0	0
ARIZONA	2	449	107	211	2	232	0	0	0
ARKANSAS	67	202	70	105	9	171	4	0	2
CALIFORNIA	1,442	196	4,794	-	30	-	-	7	-
COLORADO	278	216	250	23	7	103	2	0	0
CONNECTICUT	75	230	194	71	120	3	60	5	6
DELAWARE	22	20	12	152	1	9	2	0	1
DISTRICT OF COLUMBIA	3	1	36	2	0	0	0	0	0
FLORIDA	106	317	1,157	30	15	406	2	21	15
GEORGIA	21	276	105	523	0	0	0	0	0
HAWAII	37	58	145	25	2	0	0	0	0
IDAH0	105	59	27	12	0	0	0	0	14
ILLINOIS	512	548	2,072	142	13	6	10	0	2
INDIANA	23	281	468	153	4	267	0	0	2
IOWA	225	151	367	-	2	183	-	-	14
KANSAS	114	126	102	9	17	207	0	0	16
KENTUCKY	140	227	205	110	5	307	7	0	5
LOUISIANA	250	250	490	174	2	430	4	0	29
MAINE	116	198	25	15	10	56	0	0	6
MARYLAND	469	217	215	273	2	230	1	1	12
MASSACHUSETTS	156	1,230	364	37	54	12	11	2	46
MICHIGAN	699	459	1,105	292	0	0	0	0	33
MINNESOTA	397	497	161	234	-	170	0	0	0
MISSISSIPPI	45	97	125	17	9	6	-	0	2
MISSOURI	376	322	361	200	146	102	0	1	0
MONTANA	63	30	29	0	0	96	-	0	1
NEBRASKA	68	206	32	0	0	71	0	0	0
NEVADA	7	14	127	0	1	2	0	0	0
NEW HAMPSHIRE	158	29	45	2	0	0	13	0	0
NEW JERSEY	72	266	559	212	10	309	2	3	5
NEW MEXICO	132	62	92	17	5	137	0	0	0
NEW YORK	750	726	699	620	1,303	184	199	3	2
NORTH CAROLINA	775	512	200	113	0	568	0	6	6
NORTH DAKOTA	48	27	38	0	0	53	0	0	5
OHIO	443	223	1,367	282	12	119	0	0	4
OKLAHOMA	139	256	237	45	6	155	2	0	0
OREGON	99	37	17	1	13	3	0	1	0
PENNSYLVANIA	1,428	543	643	69	365	12	257	6	56
PUERTO RICO	84	251	1,024	1,292	24	2	25	0	20
RHODE ISLAND	36	16	10	123	2	0	7	0	0
SOUTH CAROLINA	269	191	321	13	0	185	1	0	11
SOUTH DAKOTA	15	60	32	37	0	32	0	0	0
TENNESSEE	527	353	297	161	24	335	1	0	2
TEXAS	139	1,169	2,261	377	97	355	42	9	44
UTAH	163	197	262	2	0	63	0	0	2
VERMONT	95	30	9	0	0	0	60	0	5
VIRGINIA	313	262	493	29	2	238	0	0	4
WASHINGTON	266	356	554	6	62	153	0	0	1
WEST VIRGINIA	121	73	133	9	6	135	3	0	3
WISCONSIN	330	530	133	43	0	154	0	1	0
WYOMING	24	76	21	2	0	4	2	0	0
AMERICAN SAMOA	0	0	9	1	0	0	0	0	0
GUAM	2	3	24	0	0	0	0	0	0
NORTHERN MARIANAS	-	-	-	-	-	-	-	-	-
TRUST TERRITORIES	-	-	-	-	-	-	-	-	-
VIRGIN ISLANDS	-	-	-	-	-	-	-	-	-
BUR. OF INDIAN AFFAIRS	19	1	1	1	0	2	3	-	0
U.S. & INSULAR AREAS	12,440	13,973	23,012	6,296	2,549	7,002	721	83	390
50 STATES, D.C. & P.R.	12,419	13,969	22,976	6,294	2,549	7,000	718	83	390

DATA AS OF OCTOBER 1, 1987.

Table 38

NUMBER OF CHILDREN 3 - 21 YEARS OLD SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS
DURING SCHOOL YEAR 1965-1966

STATE	MULTIHANDICAPPED NUMBER								HOMEBOUND HOSPITAL EN- VIRONMENT
	REGULAR CLASSES	RESOURCE ROOM	SEPARATE CLASSES	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	CORRECTIONAL FACILITY	
ALABAMA	0	34	908	1	0	0	0	0	3
ALASKA	0	36	107	33	0	0	0	0	2
ARIZONA	0	89	642	70	123	40	19	0	0
ARKANSAS	102	83	163	24	130	33	10	0	21
CALIFORNIA	190	71	4,610	-	275	-	-	23	-
COLORADO	111	512	1,357	509	127	59	14	4	26
CONNECTICUT	22	86	453	206	97	9	63	22	17
DELAWARE	2	64	42	70	0	3	11	15	3
DISTRICT OF COLUMBIA	0	0	15	33	0	7	7	0	0
FLORIDA	-	-	-	-	-	-	-	-	-
GEORGIA	274	6,091	6,155	318	0	0	23	0	19
HAWAII	2	0	210	23	1	0	0	0	5
IDAH0	0	0	163	26	0	0	0	0	242
ILLINOIS	24	1	205	686	827	184	300	0	0
INDIANA	0	0	470	621	0	68	55	0	4
IOWA	3	0	660	23	23	5	-	-	23
KANSAS	0	9	206	12	16	241	0	0	62
KENTUCKY	33	56	014	493	57	0	3	3	139
LOUISIANA	58	97	378	325	53	172	42	0	0
MAINE	0	80	411	85	59	45	34	0	36
MARYLAND	117	129	419	2,482	282	141	93	10	21
MASSACHUSETTS	244	1,946	570	59	88	10	15	2	3
MICHIGAN	0	0	14	39	0	0	0	0	-
MINNESOTA	-	-	-	-	-	-	-	-	-
MISSISSIPPI	2	15	106	52	6	0	3	0	18
MISSOURI	7	73	140	51	88	28	-	0	7
MONTANA	17	36	206	53	0	21	2	0	43
NEBRASKA	95	366	63	0	0	63	0	0	0
NEVADA	0	9	70	487	0	0	1	0	0
NEW HAMPSHIRE	62	11	60	1	01	4	22	0	2
NEW JERSEY	1,452	579	4,178	1,504	1,610	124	40	71	47
NEW MEXICO	29	96	442	55	10	4	0	5	9
NEW YORK	51	485	3,044	3,287	3,285	15	441	57	111
NORTH CAROLINA	74	157	506	185	39	305	250	12	53
NORTH DAKOTA	-	-	-	-	-	-	-	-	-
OHIO	24	106	3,455	525	16	0	0	0	54
OKLAHOMA	142	222	739	189	11	71	9	0	72
OREGON	0	-	-	-	-	-	-	-	0
PENNSYLVANIA	0	0	0	0	49	0	56	0	0
PUERTO RICO	93	102	407	540	100	49	0	0	1,659
RHODE ISLAND	1	5	24	0	29	0	3	0	1
SOUTH CAROLINA	0	10	123	72	16	55	0	0	46
SOUTH DAKOTA	21	115	296	0	24	47	44	0	0
TENNESSEE	30	143	502	868	114	48	1	0	33
TEXAS	16	179	2,078	900	250	154	72	0	187
UTAH	13	692	301	894	5	9	1	0	44
VERMONT	16	2	133	0	4	4	7	0	6
VIRGINIA	75	57	706	310	20	284	39	67	36
WASHINGTON	37	92	1,024	431	271	281	0	0	1
WEST VIRGINIA	-	-	-	-	-	-	-	-	-
WISCONSIN	54	219	301	88	0	0	0	0	5
WYOMING	29	172	88	14	2	32	2	3	0
AMERICAN SAMOA	0	0	0	10	0	0	0	0	3
GUAM	2	0	16	74	0	0	0	0	5
NORTHERN MARIANAS	-	-	-	-	-	-	-	-	-
TRUST TERRITORIES	-	-	-	-	-	-	-	-	-
VIRGIN ISLANDS	-	-	-	-	-	-	-	-	-
BUR. OF INDIAN AFFAIRS	19	120	65	7	0	0	49	-	1
U.S. & INSULAR AREAS	3,551	13,459	38,036	16,975	0,106	2,629	1,727	294	3,102
50 STATES, D.C. & P.R.	3,530	13,339	37,955	16,864	0,106	2,629	1,748	294	3,093

DATA AS OF OCTOBER 1, 1967.

Table 39

NUMBER OF CHILDREN 3 - 21 YEARS OLD SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS
DURING SCHOOL YEAR 1965-1966

STATE	ORTHOPEDICALLY IMPAIRED NUMBER								HOMEBOUND HOSPITAL EN- VIRONMENT
	REGULAR CLASSES	RESOURCE ROOM	SEPARATE CLASSES	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	CORRECTIONAL FACILITY	
ALABAMA	0	270	139	3	2	0	0	1	84
ALASKA	37	59	50	5	0	0	0	0	0
ARIZONA	67	199	197	13	60	1	0	0	0
ARKANSAS	42	54	51	2	47	0	4	0	15
CALIFORNIA	2,019	342	4,004	-	28	-	-	0	-
COLORADO	281	237	146	67	27	0	0	0	19
CONNECTICUT	-	74	104	21	10	0	1	2	10
DELAWARE	16	14	28	246	0	0	0	0	4
DISTRICT OF COLUMBIA	1	0	4	59	1	0	0	0	0
FLORIDA	332	363	1,772	217	31	0	1	38	103
GEORGIA	13	218	257	0	0	0	0	0	13
HAWAII	83	68	235	66	0	0	0	0	2
IDaho	102	74	132	12	0	0	0	0	123
ILLINOIS	306	207	1,547	1,309	152	10	53	0	370
INDIANA	141	73	316	115	0	0	0	0	0
IOWA	434	144	305	-	1	1	-	-	120
KANSAS	171	84	88	82	41	0	28	0	47
KENTUCKY	168	82	103	128	0	0	0	0	100
LOUISIANA	185	167	320	155	33	36	0	0	84
MAINE	30	83	150	30	114	0	3	0	19
MARYLAND	163	84	114	312	50	1	2	1	70
MASSACHUSETTS	123	972	206	30	43	9	7	1	10
MICHIGAN	1,219	694	1,333	362	0	0	0	0	346
MINNESOTA	220	644	100	312	-	0	-	0	50
MISSISSIPPI	50	74	100	34	1	0	1	0	80
MISSOURI	336	240	466	0	100	15	-	0	27
MONTANA	71	25	23	5	0	0	3	0	20
NEBRASKA	118	475	60	0	0	0	0	1	0
NEVADA	11	84	100	36	0	0	1	0	0
NEW HAMPSHIRE	85	18	32	0	15	0	1	0	2
NEW JERSEY	59	223	282	78	201	0	4	1	13
NEW MEXICO	155	70	150	30	5	0	0	0	2
NEW YORK	806	330	635	397	722	0	12	4	66
NORTH CAROLINA	358	182	171	254	6	0	0	1	65
NORTH DAKOTA	54	2	31	17	12	0	12	0	30
OHIO	484	139	1,229	325	21	0	0	0	1,610
OKLAHOMA	143	79	140	15	1	2	1	0	20
OREGON	349	82	46	106	2	0	0	0	10
PENNSYLVANIA	150	89	515	715	263	95	26	0	45
PUERTO RICO	114	82	60	1,706	145	1	2	0	64
RHODE ISLAND	37	51	65	1	51	0	2	0	3
SOUTH CAROLINA	192	157	253	09	6	2	1	0	46
SOUTH DAKOTA	10	46	54	0	14	1	77	0	5
TENNESSEE	243	231	140	215	45	0	0	0	107
TEXAS	326	1,106	1,490	192	18	182	13	2	857
UTAH	43	91	111	2	0	0	0	0	46
VERMONT	50	27	16	0	3	0	0	0	4
VIRGINIA	4,490	61	249	48	1	16	2	0	19
WASHINGTON	343	265	300	10	249	2	1	0	6
WEST VIRGINIA	109	33	130	68	0	0	0	0	50
WISCONSIN	352	364	290	89	0	0	0	0	3
WYOMING	88	28	5	12	2	3	4	1	0
AMERICAN SAMOA	2	0	0	2	0	0	0	0	0
GUAM	18	9	4	0	0	0	0	0	0
NORTHERN MARIANAS	-	-	-	-	-	-	-	-	-
TRUST TERRITORIES	-	-	-	-	-	-	-	-	-
VIRGIN ISLANDS	-	-	-	-	-	-	-	-	-
BUR. OF INDIAN AFFAIRS	17	14	1	1	0	6	6	-	1
U.S. & INSULAR AREAS	15,863	9,991	19,027	8,083	2,549	377	274	53	4,891
50 STATES, D.C. & P.R.	15,826	9,966	19,022	6,000	2,549	377	268	53	4,890

DATA AS OF OCTOBER 1, 1967.

Table 40

NUMBER OF CHILDREN 3 - 21 YEARS OLD SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS
DURING SCHOOL YEAR 1965-1966

STATE	OTHER HEALTH IMPAIRED NUMBER								HOMESCHOOL HOSPITAL EN- VIRONMENT
	REGULAR CLASSES	RESOURCE ROOM	SEPARATE CLASSES	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	CORRECTIONAL FACILITY	
ALABAMA	0	184	52	9	0	0	0	0	429
ALASKA	7	22	49	5	0	0	0	0	2
ARIZONA	0	0	0	0	0	0	0	0	489
ARKANSAS	54	119	41	5	89	1	1	0	9
CALIFORNIA	6,962	1,397	2,063	-	99	-	-	1	-
COLORADO	-	-	-	-	-	-	-	-	-
CONNECTICUT	83	285	362	87	186	0	21	2	76
DELAWARE	24	1	272	0	0	0	2	0	57
DISTRICT OF COLUMBIA	1	0	0	93	9	0	2	0	0
FLORIDA	82	446	235	165	34	7	26	4	1,532
GEORGIA	17	71	65	14	0	0	0	0	184
HAWAII	0	0	0	3	3	0	0	0	1
IDaho	45	35	40	26	0	0	0	0	419
ILLINOIS	185	47	456	237	133	9	14	0	685
INDIANA	0	0	39	99	0	0	0	0	0
IOWA	0	0	0	-	0	3	-	-	0
KANSAS	63	36	47	10	9	0	0	0	95
KENTUCKY	66	64	59	36	0	0	0	2	325
LOUISIANA	159	275	485	65	21	57	0	2	214
MAINE	0	221	87	15	49	0	0	0	73
MARYLAND	172	50	136	235	34	12	35	0	151
MASSACHUSETTS	154	1,236	364	37	54	12	9	-	13
MICHIGAN	-	-	-	-	-	-	-	-	-
MINNESOTA	190	258	18	150	-	0	-	0	44
MISSISSIPPI	-	-	-	-	-	-	-	-	-
MISSOURI	677	116	306	0	85	20	-	0	355
MONTANA	84	22	46	0	0	0	0	0	42
NEBRASKA	-	-	-	0	0	0	0	0	0
NEVADA	6	1	159	0	0	0	0	0	99
NEW HAMPSHIRE	132	31	58	0	29	0	0	0	3
NEW JERSEY	41	149	309	43	125	0	0	0	198
NEW MEXICO	435	63	15	29	2	0	0	0	4
NEW YORK	996	1,660	5,467	451	401	37	272	24	285
NORTH CAROLINA	477	329	422	185	2	0	0	-	187
NORTH DAKOTA	19	5	8	3	1	0	0	0	15
OHIO	-	-	-	-	-	-	-	-	-
OKLAHOMA	76	37	27	18	2	0	1	0	120
OREGON	214	92	55	64	3	0	0	0	35
PENNSYLVANIA	0	0	0	0	0	0	0	0	0
PUERTO RICO	190	61	72	565	12	5	0	53	136
RHODE ISLAND	19	12	17	0	1	0	0	0	189
SOUTH CAROLINA	5	9	105	59	0	2	0	0	84
SOUTH DAKOTA	5	24	29	0	0	1	0	11	20
TENNESSEE	117	231	171	52	16	27	1	0	557
TEXAS	172	1,911	1,306	127	7	1,461	4	2	2,976
UTAH	74	78	44	14	0	0	0	0	51
VERMONT	56	41	7	0	9	0	14	0	4
VIRGINIA	49	80	151	94	0	73	20	0	56
WASHINGTON	479	783	782	22	114	1	1	0	5
WEST VIRGINIA	59	11	78	14	0	0	2	0	54
WISCONSIN	-	-	-	-	-	-	-	-	-
WYOMING	66	90	9	4	1	4	1	1	12
AMERICAN SAMOA	0	0	0	0	0	0	0	0	0
GUAM	5	2	1	0	0	0	0	0	2
NORTHERN MARIANAS TRUST TERRITORIES	-	-	-	-	-	-	-	-	-
VIRGIN ISLANDS	-	-	-	-	-	-	-	-	-
BUR. OF INDIAN AFFAIRS	27	13	10	3	0	0	2	-	1
U.S. & INSULAR AREAS	14,658	10,643	14,594	2,976	1,441	1,732	434	189	10,050
50 STATES, D.C. & P.R.	14,626	10,629	14,563	2,975	1,441	1,732	432	189	10,047

DATA AS OF OCTOBER 1, 1967.

Table 41

NUMBER OF CHILDREN 3 - 21 YEARS OLD SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS
DURING SCHOOL YEAR 1985-1986

STATE	VISUALLY HANDICAPPED NUMBER								HOMEBOUND HOSPITAL EN- VIRONMENT
	REGULAR CLASSES	RESOURCE ROOM	SEPARATE CLASSES	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	CORRECTIONAL FACILITY	
ALABAMA	0	200	46	1	0	200	0	6	0
ALASKA	13	13	10	1	0	0	0	0	0
ARIZONA	3	230	24	0	14	102	0	0	0
ARKANSAS	56	56	11	0	3	125	4	1	35
CALIFORNIA	850	101	1,330	-	10	-	-	3	-
COLORADO	157	94	12	12	3	25	0	0	2
CONNECTICUT	115	99	122	54	40	0	31	2	12
DELAWARE	54	6	9	1	0	0	0	0	11
DISTRICT OF COLUMBIA	0	0	26	0	0	0	0	0	0
FLORIDA	219	256	200	21	2	121	1	0	10
GEORGIA	12	325	41	135	0	0	0	0	0
HAWAII	42	9	25	7	0	0	0	0	0
IDAH0	34	26	18	3	0	0	0	3	10
ILLINOIS	191	296	502	46	17	0	11	1	0
INDIANA	78	251	20	24	0	165	0	0	0
IOWA	107	26	47	-	0	65	-	-	4
KANSAS	167	19	0	3	6	50	0	0	5
KENTUCKY	210	106	26	36	1	130	0	0	9
LOUISIANA	115	124	117	14	0	113	0	0	12
MAINE	64	96	12	0	3	0	1	0	1
MARYLAND	290	82	00	111	21	171	0	0	13
MASSACHUSETTS	67	531	156	16	23	5	4	0	5
MICHIGAN	400	109	206	54	0	0	0	0	46
MINNESOTA	157	136	9	51	-	34	-	0	13
MISSISSIPPI	32	33	32	11	0	4	0	0	2
MISSOURI	190	147	43	30	36	7	-	0	2
MONTANA	34	21	112	0	0	7	0	0	15
NEBRASKA	19	90	11	0	0	41	0	3	0
NEVADA	8	7	47	0	0	0	0	0	0
NEW HAMPSHIRE	102	19	31	1	29	0	0	0	0
NEW JERSEY	903	105	45	0	17	0	0	0	1
NEW MEXICO	44	13	26	7	1	80	0	0	0
NEW YORK	515	409	279	74	100	30	46	2	5
NORTH CAROLINA	312	174	28	19	2	75	0	0	5
NORTH DAKOTA	27	2	3	1	0	17	0	0	5
OHIO	308	74	356	26	6	119	0	0	6
OKLAHOMA	190	84	44	12	0	107	0	0	3
OREGON	30	12	2	5	1	0	6	2	0
PENNSYLVANIA	674	236	152	32	115	4	134	1	23
PUERTO RICO	93	175	180	1,791	9	102	0	0	24
RHODE ISLAND	29	14	23	0	3	0	5	0	1
SOUTH CAROLINA	274	94	36	0	2	75	0	0	0
SOUTH DAKOTA	9	17	10	1	2	10	0	0	0
TENNESSEE	315	242	42	16	4	146	1	0	1
TEXAS	330	741	442	75	5	146	16	12	27
UTAH	56	86	50	2	0	46	0	0	5
VERMONT	27	7	6	0	0	0	2	0	1
VIRGINIA	97	33	13	7	0	106	0	0	27
WASHINGTON	120	58	46	0	15	61	0	0	28
WEST VIRGINIA	145	84	8	0	0	86	3	0	0
WISCONSIN	117	141	65	01	0	96	0	0	0
WYOMING	22	12	2	0	0	3	0	1	0
AMERICAN SAMOA	0	0	0	0	0	0	0	0	0
GUAM	5	4	0	0	0	0	0	0	0
NORTHERN MARIANAS	-	-	-	-	-	-	-	-	-
TRUST TERRITORIES	-	-	-	-	-	-	-	-	-
VIRGIN ISLANDS	-	-	-	-	-	-	-	-	-
BUR. OF INDIAN AFFAIRS	3	0	3	0	2	1	1	-	0
U.S. & INSULAR AREAS	0,568	6,539	5,206	2,012	558	2,799	200	31	374
50 STATES, D.C. & P.R.	0,560	6,535	5,203	2,012	556	2,796	259	31	374

DATA AS OF OCTOBER 1, 1987.

Table 42

NUMBER OF CHILDREN 3 - 21 YEARS OLD SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS
DURING SCHOOL YEAR 1985-1986

STATE	DEAF-BLIND NUMBER								HOMEBOUND HOSPITAL EN- VIRONMENT
	REGULAR CLASSES	RESOURCE ROOM	SEPARATE CLASSES	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	CONNECTIONAL FACILITY	
ALABAMA	0	40	14	0	1	42	0	0	1
ALASKA	1	0	1	0	0	0	0	0	0
ARIZONA	0	0	0	0	0	0	0	0	0
ARKANSAS	1	30	2	4	0	2	0	0	0
CALIFORNIA	14	2	135	20	5	36	0	0	1
COLORADO	0	0	23	6	3	0	0	1	1
CONNECTICUT	0	0	4	23	0	0	0	0	1
DELAWARE	0	1	0	21	0	0	1	0	0
DISTRICT OF COLUMBIA	0	0	0	34	0	10	0	0	1
FLORIDA	0	1	0	14	0	0	0	0	0
GEORGIA	0	0	0	5	0	0	0	0	0
HAWAII	0	0	2	0	0	0	0	0	2
IDAH0	1	1	17	14	2	27	2	0	0
ILLINOIS	0	0	10	1	0	2	3	0	0
INDIANA	0	0	12	7	0	21	0	0	0
IOWA	0	0	11	0	0	31	0	0	2
KANSAS	20	00	5	10	0	0	2	0	1
KENTUCKY	20	20	5	10	0	9	0	0	0
LOUISIANA	0	0	5	0	1	47	0	0	0
MAINE	2	3	20	24	4	0	0	0	1
MARYLAND	11	00	0	7	0	3	0	0	4
MASSACHUSETTS	0	0	1	2	0	0	0	0	0
MICHIGAN	0	0	0	0	0	0	0	0	0
MINNESOTA	0	0	72	6	3	12	0	0	0
MISSISSIPPI	0	0	13	5	0	0	0	0	2
MISSOURI	0	0	0	0	0	0	0	0	0
MONTANA	0	0	0	5	0	0	0	0	0
NEBRASKA	0	0	0	5	0	0	0	0	0
NEVADA	0	0	0	1	3	0	5	0	0
NEW HAMPSHIRE	4	3	2	45	20	61	23	0	1
NEW JERSEY	30	3	6	0	0	23	0	0	0
NEW MEXICO	4	3	3	15	20	25	120	0	0
NEW YORK	0	2	3	3	0	64	0	0	3
NORTH CAROLINA	0	0	0	0	0	21	0	0	1
NORTH DAKOTA	1	2	3	2	0	0	0	0	0
OHIO	0	0	3	2	0	9	1	0	5
OKLAHOMA	31	147	10	0	0	0	0	0	0
OREGON	1	0	0	0	4	0	50	0	0
PENNSYLVANIA	0	0	0	0	0	0	0	0	5
PUERTO RICO	1	30	12	0	0	68	0	0	0
RHODE ISLAND	1	0	0	0	4	0	3	0	0
SOUTH CAROLINA	4	20	6	4	0	104	0	0	0
SOUTH DAKOTA	0	4	4	0	1	19	6	0	1
TENNESSEE	0	2	2	3	4	13	0	0	0
TEXAS	0	3	20	9	3	40	4	0	1
UTAH	0	0	00	17	0	6	0	0	0
VERMONT	0	1	1	0	0	0	4	0	0
VIRGINIA	0	1	4	0	0	0	2	0	1
WASHINGTON	0	0	9	5	2	19	0	0	0
WEST VIRGINIA	0	0	0	0	0	14	0	0	0
WISCONSIN	0	0	12	0	0	7	0	0	0
WYOMING	0	1	0	0	0	2	0	0	0
AMERICAN SAMOA	0	0	0	2	0	0	0	0	0
GUAM	0	1	2	5	0	0	0	0	0
NORTHERN MARIANAS	-	-	-	-	-	-	-	-	-
TRUST TERRITORIES	-	-	-	-	-	-	-	-	-
VIRGIN ISLANDS	-	-	-	-	-	-	-	-	-
BUR. OF INDIAN AFFAIRS	3	0	0	0	0	0	0	-	0
U.S. & INSULAR AREAS	183	494	651	335	07	770	235	1	30
50 STATES, D.C. & P.R.	183	493	649	320	07	770	235	1	30

DATA AS OF OCTOBER 1, 1987.

Table 43
NUMBER AND CHANGE
IN NUMBER OF INFANTS AND TODDLERS
0-2 YEARS OLD RECEIVING EARLY INTERVENTION SERVICES
DURING SCHOOL YEARS 1984-85 AND 1985-86

STATE NAME	1984-1985	1985-1986	CHANGE IN NUMBER SERVED	PERCENT CHANGE IN NUMBER SERVED
ALABAMA	2,884	63	-1,941	-66.86
ALASKA	957	513	-444	-46.39
ARIZONA	192	198	6	3.13
ARKANSAS	379	419	40	10.55
CALIFORNIA	1,886	2,138	248	12.64
COLORADO	689	-	-	-
CONNECTICUT	239	882	563	235.56
DELAWARE	45	41	-4	-8.89
DISTRICT OF COLUMBIA	0	2,888	2,888	-
FLORIDA	858	1,432	593	69.83
GEORGIA	167	175	8	4.79
HAWAII	0	-	-	-
IDAH0	845	-	-	-
ILLINOIS	282	478	276	136.63
INDIANA	1,156	1,334	178	15.40
IOWA	882	825	23	2.87
KANSAS	246	-	-	-
KENTUCKY	821	485	-356	-43.36
LOUISIANA	986	1,188	134	13.87
MAINE	282	-	-	-
MARYLAND	911	-	-	-
MASSACHUSETTS	2,479	2,881	482	16.22
MICHIGAN	1,833	2,833	288	10.91
MINNESOTA	528	514	-6	-1.15
MISSISSIPPI	36	33	-3	-8.33
MISSOURI	88	0	-88	-100.00
MONTANA	74	74	0	0.00
NEBRASKA	981	-	-	-
NEVADA	296	276	-20	-6.76
NEW HAMPSHIRE	0	-	-	-
NEW JERSEY	2,888	2,874	-792	-27.63
NEW MEXICO	250	0	-250	-100.00
NEW YORK	3,133	3,484	271	8.65
NORTH CAROLINA	246	288	46	18.70
NORTH DAKOTA	285	238	33	16.18
OHIO	115	484	369	320.87
OKLAHOMA	481	466	-15	-3.12
OREGON	47	0	-47	-100.00
PENNSYLVANIA	3,428	2,887	-1,341	-39.12
PUERTO RICO	-	158	-	-
RHODE ISLAND	222	252	38	13.51
SOUTH CAROLINA	258	183	-155	-60.08
SOUTH DAKOTA	288	238	38	14.42
TENNESSEE	215	64	-151	-70.23
TEXAS	1,872	1,335	-537	-28.69
UTAH	118	472	356	306.80
VERMONT	88	-	-	-
VIRGINIA	519	558	39	7.51
WASHINGTON	388	248	-148	-38.88
WEST VIRGINIA	427	386	-41	-9.68
WISCONSIN	1,395	1,288	-127	-9.18
WYOMING	48	44	-4	-8.33
AMERICAN SAMOA	-	13	-	-
GUAM	27	34	7	25.93
NORTHERN MARIANAS	-	-	-	-
TRUST TERRITORIES	-	-	-	-
VIRGIN ISLANDS	-	-	-	-
BUR. OF INDIAN AFFAIRS	32	24	-8	-25.00
U.S. & INSULAR AREAS	36,553	32,764	-3,789	-10.37
50 STATES, D.C. & P.R.	36,494	32,693	-3,881	-10.42

DATA AS OF OCTOBER 1, 1987.

Table 44

NUMBER OF SPECIAL EDUCATION TEACHERS EMPLOYED AND NEEDED
FOR SCHOOL YEAR 1985-1986

BY HANDICAPPING CONDITION

STATE	ALL CONDITIONS		LEARNING DISABLED		SPEECH IMPAIRED		MENTALLY RETARDED		EMOTIONALLY DISTURBED	
	EMPLOYED	NEEDED	EMPLOYED	NEEDED	EMPLOYED	NEEDED	EMPLOYED	NEEDED	EMPLOYED	NEEDED
ALABAMA	4,985	82	1,288	18	418	5	2,126	21	384	9
ALASKA	889	118	484	48	174	18	62	28	38	10
ARIZONA	3,457	278	1,617	118	451	58	512	45	331	21
ARKANSAS	2,731	328	1,246	138	428	52	835	168	58	3
CALIFORNIA	28,958	883	12,519	547	3,253	128	2,437	181	723	29
COLORADO	3,412	438	1,451	282	524	82	485	37	584	73
CONNECTICUT	3,816	8	1,887	8	588	8	781	8	384	8
DELAWARE	1,111	75	535	43	73	8	185	7	241	23
DISTRICT OF COLUMBIA	683	9	318	4	68	1	149	8	183	3
FLORIDA	18,278	2,343	3,374	886	1,535	258	2,212	388	1,799	687
GEORGIA	6,582	628	1,644	122	783	88	2,179	192	1,514	199
HAWAII	818	8	428	3	128	8	118	2	28	8
IDaho	923	38	578	12	188	4	183	9	47	4
ILLINOIS	24,818	175	4,798	35	2,148	32	2,883	18	2,283	58
INDIANA	6,478	618	2,228	188	888	58	2,288	198	642	88
IOWA	4,382	871	1,578	488	454	32	1,253	182	628	188
KANSAS	3,878	78	853	28	485	3	488	8	438	17
KENTUCKY	3,888	388	1,388	122	472	33	1,382	138	258	41
LOUISIANA	6,385	1,251	2,374	534	1,187	158	1,471	334	829	117
MAINE	2,488	188	834	43	388	38	512	13	333	48
MARYLAND	6,121	388	2,688	128	1,179	78	992	44	482	43
MASSACHUSETTS	6,884	8	2,128	8	1,381	8	1,273	8	823	8
MICHIGAN	11,323	674	3,231	253	1,358	79	3,347	137	2,178	148
MINNESOTA	6,833	8	2,587	8	1,271	8	1,638	8	727	8
MISSISSIPPI	3,384	488	1,531	188	582	128	1,188	154	35	8
MISSOURI	5,817	481	2,488	182	988	8	1,444	198	714	138
MONTANA	779	88	—	8	—	—	—	8	—	8
NEBRASKA	1,885	54	177	7	319	11	182	8	79	12
NEVADA	945	117	533	57	118	14	114	28	88	13
NEW HAMPSHIRE	1,443	282	588	128	357	19	184	25	189	88
NEW JERSEY	12,885	778	6,181	275	2,298	351	942	38	1,759	84
NEW MEXICO	2,887	188	1,325	88	578	47	34	28	438	23
NEW YORK	28,885	4,287	18,888	1,388	2,828	388	2,888	378	5,818	982
NORTH CAROLINA	6,232	478	1,881	124	883	67	1,881	122	831	92
NORTH DAKOTA	888	78	288	38	227	18	257	11	51	9
OHIO	14,153	987	5,672	428	1,281	88	4,148	193	995	88
OKLAHOMA	4,751	488	1,485	183	881	118	1,933	118	168	88
OREGON	2,888	282	1,833	55	421	28	628	22	315	48
PENNSYLVANIA	11,838	888	4,878	188	1,488	85	3,213	138	1,744	181
PUERTO RICO	1,883	158	183	11	43	5	1,233	93	98	8
RHODE ISLAND	1,148	28	723	28	148	4	98	8	72	8
SOUTH CAROLINA	3,848	888	1,232	383	585	117	1,482	282	419	118
SOUTH DAKOTA	1,133	285	—	8	171	8	—	8	—	8
TENNESSEE	4,325	188	1,972	78	658	4	1,874	35	169	27
TEXAS	18,479	1,945	7,844	1,888	2,238	288	3,888	337	1,888	218
UTAH	1,888	128	548	35	242	17	281	25	532	38
VERMONT	647	5	178	8	148	5	218	8	52	8
VIRGINIA	6,431	1,838	3,813	814	798	198	1,458	271	732	228
WASHINGTON	3,628	151	2,838	23	448	19	518	92	228	8
WEST VIRGINIA	3,118	1,874	1,154	438	481	148	998	257	293	175
WISCONSIN	6,182	1,382	2,884	519	1,281	184	1,275	155	1,135	482
WYOMING	737	58	483	24	124	7	92	7	58	8
AMERICAN SAMOA	32	3	4	8	8	8	18	2	8	8
GUAM	155	41	48	12	11	3	63	21	4	2
NORTHERN MARIANAS	—	—	—	—	—	—	—	—	—	—
TRUST TERRITORIES	—	—	—	—	—	—	—	—	—	—
VIRGIN ISLANDS	—	—	—	—	—	—	—	—	—	—
BUR. OF INDIAN AFFAIRS	333	75	161	33	47	38	66	8	34	7
U.S. & INSULAR AREAS	291,854	27,474	111,427	18,785	39,747	3,584	61,411	5,814	32,774	4,781
50 STATES, D.C. & P.R.	291,434	27,355	111,213	18,748	39,689	3,471	61,284	4,991	32,737	4,692

THE TOTAL FTE FOR THE U.S. & INSULAR AREAS AND THE 50 STATES, D.C., AND PUERTO RICO MAY NOT EQUAL THE SUM OF THE U.S. & INSULAR AREAS BECAUSE OF ROUNDING.

THE FIGURES FOR 'ALL CONDITIONS' WILL NOT EQUAL THE SUM OF FIGURES FOR ALL OTHER COLUMNS BECAUSE SOME STATES COULD NOT APPORTION STAFF ACCORDING TO HANDICAPPING CONDITION SERVED.

DATA AS OF OCTOBER 1, 1987.

Table 44 (continued)

NUMBER OF SPECIAL EDUCATION TEACHERS EMPLOYED AND NEEDED
FOR SCHOOL YEAR 1985-1986

BY HANDICAPPING CONDITION

STATE	HARD OF HEARING & DEAF		MULTIHANDICAPPED		ORTHOPEDICALLY IMPAIRED		OTHER HEALTH IMPAIRED		VISUALLY HANDICAPPED	
	EMPLOYED	NEEDED	EMPLOYED	NEEDED	EMPLOYED	NEEDED	EMPLOYED	NEEDED	EMPLOYED	NEEDED
ALABAMA	134	3	157	3	74	0	-	2	62	1
ALASKA	32	3	44	10	16	2	13	0	12	3
ARIZONA	144	17	101	15	75	4	122	9	67	5
ARKANSAS	66	7	47	3	10	2	8	0	36	6
CALIFORNIA	490	19	663	27	470	19	214	9	136	6
COLORADO	116	6	227	21	61	14	-	0	42	4
CONNECTICUT	36	0	0	0	20	0	277	0	18	0
DELAWARE	29	0	19	2	33	0	5	0	9	1
DISTRICT OF COLUMBIA	6	0	0	0	9	1	16	1	10	0
FLORIDA	333	40	-	0	446	100	306	39	173	34
GEORGIA	148	16	-	0	156	15	85	8	72	5
HAWAII	25	0	28	1	33	0	-	0	10	0
IDaho	18	0	0	0	0	0	20	1	0	0
ILLINOIS	657	6	410	0	296	0	-	6	100	4
INDIANA	200	16	179	34	97	19	10	11	97	7
IOWA	171	30	161	50	82	7	2	0	52	3
KANSAS	113	4	91	6	15	1	-	0	41	5
KENTUCKY	130	12	107	20	20	3	77	2	67	6
LOUISIANA	247	29	130	20	80	20	150	24	92	15
MAINE	54	23	207	14	40	15	180	6	10	6
MARYLAND	179	2	302	11	61	2	41	0	96	8
MASSACHUSETTS	84	0	132	0	66	0	84	0	36	0
MICHIGAN	421	22	225	6	-	0	400	17	133	10
MINNESOTA	100	0	-	0	232	0	-	0	40	0
MISSISSIPPI	78	9	30	4	50	8	0	0	30	3
MISSOURI	83	6	5	0	83	18	0	0	23	3
MONTANA	-	0	-	0	-	0	-	0	-	0
NEBRASKA	47	2	30	4	0	1	0	0	16	1
NEVADA	25	1	42	5	8	2	16	3	10	0
NEW HAMPSHIRE	20	0	91	10	7	1	14	1	11	2
NEW JERSEY	133	5	943	36	60	3	250	4	10	0
NEW MEXICO	66	2	123	0	84	2	13	1	40	3
NEW YORK	927	117	1,400	201	203	25	-	0	413	51
NORTH CAROLINA	341	30	206	26	67	4	109	0	61	11
NORTH DAKOTA	33	3	-	0	16	0	3	0	15	1
OHIO	292	13	1,183	133	502	35	-	0	80	7
OKLAHOMA	94	13	100	23	36	2	13	2	40	6
OREGON	129	20	-	3	114	7	100	14	64	14
PENNSYLVANIA	482	57	149	10	223	14	0	0	235	41
PUERTO RICO	82	2	200	25	20	0	23	2	34	5
RHODE ISLAND	24	4	16	1	2	0	51	0	7	0
SOUTH CAROLINA	137	24	16	7	77	23	00	9	63	18
SOUTH DAKOTA	-	0	-	6	-	0	-	0	-	0
TENNESSEE	80	0	135	25	00	11	124	11	40	3
TEXAS	520	34	411	13	7	18	270	18	317	7
UTAH	114	1	192	11	21	0	10	1	52	0
VERMONT	21	0	19	0	7	0	7	0	3	0
VIRGINIA	163	30	112	42	51	15	34	15	75	20
WASHINGTON	61	1	114	1	00	6	121	2	19	1
WEST VIRGINIA	85	22	-	0	44	16	24	13	49	9
WISCONSIN	110	13	-	0	222	4	-	0	61	6
WYOMING	14	1	24	3	13	1	4	0	4	0
AMERICAN SAMOA	3	0	5	1	0	0	0	0	0	0
GUAM	7	0	17	3	0	0	2	0	1	0
NORTHERN MARIANAS	-	-	-	-	-	-	-	-	-	-
TRUST TERRITORIES	-	-	-	-	-	-	-	-	-	-
VIRGIN ISLANDS	-	-	-	-	-	-	-	-	-	-
BUR. OF INDIAN AFFAIRS	2	1	15	4	5	0	2	0	2	0
U.S. & INSULAR AREAS	8,200	679	9,078	808	4,061	446	3,376	230	3,201	342
50 STATES, D.C. & P.R.	8,180	678	9,041	800	4,076	446	3,372	230	3,250	342

THE TOTAL FTE FOR THE U.S. & INSULAR AREAS AND THE 50 STATES, D.C., AND PUERTO RICO MAY NOT EQUAL THE SUM OF THE U.S. & INSULAR AREAS BECAUSE OF ROUNDING.

THE FIGURES FOR 'ALL CONDITIONS' WILL NOT EQUAL THE SUM OF FIGURES FOR ALL OTHER COLUMNS BECAUSE SOME STATES COULD NOT APPORTION STAFF ACCORDING TO HANDICAPPING CONDITION SERVED.

DATA AS OF OCTOBER 1, 1987.

Table 44 (continued)
NUMBER OF SPECIAL EDUCATION TEACHERS EMPLOYED AND NEEDED
FOR SCHOOL YEAR 1987-1988
BY HANDICAPPING CONDITION

STATE	← DEAF-BLIND →	
	EMPLOYED	NEEDED
ALABAMA	3	0
ALASKA	4	0
ARIZONA	37	0
ARKANSAS	3	1
CALIFORNIA	21	0
COLORADO	2	0
CONNECTICUT	0	0
DELAWARE	4	0
DISTRICT OF COLUMBIA	0	0
FLORIDA	9	0
GEORGIA	-	0
HAWAII	1	0
IDAHO	0	0
ILLINOIS	-	0
INDIANA	7	0
IONA	12	0
KANSAS	0	0
KENTUCKY	0	0
LOUISIANA	9	0
MAINE	4	0
MARYLAND	7	2
MASSACHUSETTS	0	0
MICHIGAN	0	0
MINNESOTA	-	0
MISSISSIPPI	4	2
MISSOURI	0	0
MONTANA	-	0
NEBRASKA	0	0
NEVADA	0	3
NEW HAMPSHIRE	3	1
NEW JERSEY	36	1
NEW MEXICO	5	1
NEW YORK	-	0
NORTH CAROLINA	4	0
NORTH DAKOTA	4	0
OHIO	-	0
OKLAHOMA	7	2
OREGON	0	1
PENNSYLVANIA	23	10
PUERTO RICO	15	1
RHODE ISLAND	0	0
SOUTH CAROLINA	1	7
SOUTH DAKOTA	-	0
TENNESSEE	3	0
TEXAS	23	14
UTAH	3	0
VERMONT	1	0
VIRGINIA	2	0
WASHINGTON	3	0
WEST VIRGINIA	9	0
WISCONSIN	5	0
WYOMING	0	0
AMERICAN SAMOA	2	0
GUAM	1	0
NORTHERN MARIANAS	-	-
TRUST TERRITORIES	-	-
VIRGIN ISLANDS	-	-
BUR. OF INDIAN AFFAIRS	0	0
U.S. & INSULAR AREAS	298	46
50 STATES, D.C. & P.R.	295	46

THE TOTAL FTE FOR THE U.S. & INSULAR AREAS AND THE 50 STATES, D.C., AND PUERTO RICO MAY NOT EQUAL THE SUM OF THE U.S. & INSULAR AREAS BECAUSE OF ROUNDING.

THE FIGURES FOR "ALL CONDITIONS" WILL NOT EQUAL THE SUM OF FIGURES FOR ALL OTHER COLUMNS BECAUSE SOME STATES COULD NOT APPORTION STAFF ACCORDING TO HANDICAPPING CONDITION SERVED.

DATA AS OF OCTOBER 1, 1987.

Table 45

SCHOOL STAFF OTHER THAN SPECIAL EDUCATION TEACHERS EMPLOYED AND
NEEDED TO SERVE HANDICAPPED CHILDREN FOR SCHOOL YEAR 1985-86

STATE	ALL STAFF		SCHOOL WORKERS		OCCUPATIONAL THERAPISTS		RECREATIONAL THERAPISTS		PHYSICAL THERAPISTS	
	EMPLOYED	NEEDED	EMPLOYED	NEEDED	EMPLOYED	NEEDED	EMPLOYED	NEEDED	EMPLOYED	NEEDED
ALABAMA	2,209	38	66	1	21	2	0	1	11	2
ALASKA	953	100	2	0	21	4	0	0	13	2
ARIZONA	2,720	258	67	4	54	0	0	5	41	11
ARKANSAS	880	184	4	0	4	1	0	0	5	0
CALIFORNIA	23,570	977	84	2	14	1	9	0	11	0
COLORADO	3,362	580	208	50	131	41	7	24	40	20
CONNECTICUT	3,941	-	183	-	-	-	-	-	-	-
DELAWARE	721	32	13	0	18	3	0	6	11	0
DISTRICT OF COLUMBIA	712	9	36	0	17	0	7	0	9	0
FLORIDA	8,150	823	282	29	112	28	9	5	91	28
GEORGIA	3,444	463	100	10	41	7	10	1	49	7
HAWAII	880	179	41	11	21	0	0	1	17	7
IDAH0	617	45	15	2	0	0	0	0	0	0
ILLINOIS	18,005	175	1,317	21	228	27	14	-	188	24
INDIANA	4,000	570	181	17	75	11	40	7	71	13
IOWA	3,372	194	183	0	28	0	12	0	10	15
KANSAS	2,729	40	185	0	10	3	0	0	10	2
KENTUCKY	2,980	106	41	1	33	0	0	1	11	11
LOUISIANA	7,336	1,345	230	54	87	31	10	2	57	26
MAINE	2,927	1,183	64	41	10	48	0	0	48	30
MARYLAND	5,677	218	182	0	87	7	10	0	86	9
MASSACHUSETTS	6,856	0	499	0	87	0	-	0	56	0
MICHIGAN	7,082	391	818	55	261	9	23	0	183	13
MINNESOTA	5,614	-	487	-	161	-	12	-	70	-
MISSISSIPPI	1,028	127	30	2	6	2	0	2	11	3
MISSOURI	2,428	0	35	0	34	0	0	0	21	0
MONTANA	600	43	13	0	8	2	1	0	5	1
NEBRASKA	984	13	13	3	10	1	0	0	19	1
NEVADA	652	83	2	0	6	1	2	0	6	2
NEW HAMPSHIRE	2,289	219	36	5	80	11	4	0	32	3
NEW JERSEY	15,156	557	1,056	35	149	22	21	1	146	11
NEW MEXICO	2,600	190	32	6	119	36	1	1	68	17
NEW YORK	20,536	0	-	-	177	-	-	-	135	-
NORTH CAROLINA	4,575	343	183	13	58	14	31	13	78	15
NORTH DAKOTA	4,831	15	36	1	32	1	3	0	22	0
OHIO	3,681	409	0	0	148	32	16	5	185	40
OKLAHOMA	2,397	391	28	21	22	12	11	9	35	17
OREGON	2,981	137	17	1	46	3	3	0	61	5
PENNSYLVANIA	10,193	256	185	0	130	0	11	2	192	1
PUERTO RICO	1,356	211	94	22	14	15	0	0	5	14
RHODE ISLAND	1,224	22	08	0	13	1	0	0	14	0
SOUTH CAROLINA	3,612	423	55	11	14	5	12	1	21	7
SOUTH DAKOTA	1,079	138	5	5	7	27	0	0	23	17
TENNESSEE	3,854	4	75	0	25	0	15	0	50	0
TEXAS	13,247	863	79	0	89	17	15	0	63	6
UTAH	1,253	79	63	1	19	1	1	0	48	1
VERMONT	655	0	11	0	5	0	2	0	3	0
VIRGINIA	5,782	1,083	321	78	104	29	6	1	87	3
WASHINGTON	2,735	147	41	1	182	20	-	-	45	19
WEST VIRGIN.	1,724	222	6	0	13	4	4	0	15	0
WISCONSIN	4,435	111	312	18	114	0	6	0	100	11
WYOMING	850	51	41	3	24	3	0	0	6	2
AMERICAN SAMOA	23	1	1	0	0	0	0	0	0	0
GUAM	165	-	3	0	4	0	1	0	3	0
NORTHERN MARIANAS	-	-	-	-	-	-	-	-	-	-
TRUST TERRITORIES	-	-	-	-	-	-	-	-	-	-
VIRGIN ISLANDS	-	-	-	-	-	-	-	-	-	-
BUR. OF INDIAN AFFAIRS	459	111	22	2	1	2	0	0	3	1
U.S. & INSULAR AREAS	229,872	13,712	7,833	542	3,120	500	367	143	2,534	454
50 STATES, D.C. & P.R.	229,225	13,599	7,807	540	3,115	504	366	143	2,527	453

THE TOTAL FTE FOR THE U.S. & INSULAR AREAS AND THE 50
STATES, D.C., & PUERTO RICO MAY NOT EQUAL THE SUM OF THE STATES
AND INSULAR AREAS BECAUSE OF ROUNDING.

DATA AS OF OCTOBER 1, 1987.

Table 45 (continued)

SCHOOL STAFF OTHER THAN SPECIAL EDUCATION TEACHERS EMPLOYED AND
NEEDED TO SERVE HANDICAPPED CHILDREN FOR SCHOOL YEAR 1985-86

STATE	TEACHER AIDES		PHYSICAL EDUCATION TEACHERS		SUPERVISORS/ ADMINISTRATORS		OTHER NON-INSTRUCTIONAL STAFF		PSYCHOLOGISTS	
	EMPLOYED	NEEDED	EMPLOYED	NEEDED	EMPLOYED	NEEDED	EMPLOYED	NEEDED	EMPLOYED	NEEDED
ALABAMA	1,155	12	41	3	179	2	394	2	286	9
ALASKA	472	73	3	1	37	3	282	6	68	7
ARIZONA	1,543	168	44	5	97	10	349	9	275	10
ARKANSAS	343	29	3	1	87	8	261	58	9	0
CALIFORNIA	16,594	791	564	16	785	12	1,268	42	1,692	70
COLORADO	1,616	236	6	7	162	15	575	58	318	45
CONNECTICUT	1,892	—	223	7	98	—	412	—	195	—
DELAWARE	364	15	17	0	37	2	77	1	55	4
DISTRICT OF COLUMBIA	131	6	16	1	68	0	284	2	76	2
FLORIDA	4,270	477	90	16	684	64	1,548	54	426	31
GEORGIA	1,853	115	26	3	336	12	341	12	351	20
HAWAII	328	21	7	7	13	0	270	4	7	4
IDAHO	468	40	0	0	41	0	0	0	94	2
ILLINOIS	8,317	21	112	1	728	13	2,969	4	1,153	16
INDIANA	2,422	259	44	4	510	60	1,109	150	373	28
IOWA	2,152	97	13	1	180	7	361	22	296	27
KANSAS	1,949	28	13	1	136	0	66	3	32	10
KENTUCKY	1,178	72	133	1	204	0	791	48	101	9
LOUISIANA	3,766	748	33	66	274	56	1,719	149	272	83
MAINE	971	368	16	25	246	37	788	111	48	7
MARYLAND	2,296	46	110	4	241	6	1,518	70	122	7
MASSACHUSETTS	3,179	0	185	0	347	0	1,291	0	392	0
MICHIGAN	4,727	212	82	10	541	38	445	7	746	45
MINNESOTA	3,660	—	198	—	228	—	325	—	359	—
MISSISSIPPI	359	52	9	0	162	7	287	11	25	14
MISSOURI	1,717	0	0	0	183	0	98	0	24	0
MONTANA	459	35	8	1	37	0	7	0	107	4
NEBRASKA	797	0	7	0	36	2	0	0	81	3
NEVADA	412	56	14	1	20	4	70	1	79	9
NEW HAMPSHIRE	1,028	122	23	1	143	15	313	9	120	16
NEW JERSEY	4,628	284	276	41	817	27	960	19	1,013	41
NEW MEXICO	1,538	41	72	3	124	5	270	19	39	9
NEW YORK	16,431	—	1,292	—	2,915	—	3,587	—	2,686	—
NORTH CAROLINA	2,185	176	39	4	276	10	935	45	284	26
NORTH DAKOTA	364	4	15	1	71	3	0	1	37	1
OHIO	1,690	185	118	14	399	35	0	60	901	56
OKLAHOMA	733	91	138	5	155	35	820	103	87	28
OREGON	1,471	79	64	2	183	7	379	6	185	7
PENNSYLVANIA	5,363	250	283	0	836	0	2,852	0	648	0
PUERTO RICO	552	25	73	27	101	22	255	32	55	15
RHODE ISLAND	459	16	86	0	52	2	269	0	118	1
SOUTH CAROLINA	1,461	262	127	6	285	32	685	16	222	30
SOUTH DAKOTA	555	52	157	7	85	23	0	0	16	3
TENNESSEE	2,020	0	120	0	190	3	760	0	250	1
TEXAS	8,471	880	350	0	886	5	46	0	373	15
UTAH	837	62	7	0	67	2	59	1	111	7
VERMONT	183	0	13	0	68	0	193	0	30	0
VIRGINIA	2,065	586	150	10	286	53	795	133	381	91
WASHINGTON	1,582	20	—	—	172	24	343	11	389	45
WEST VIRGINIA	878	121	23	2	125	15	274	12	138	30
WISCONSIN	2,276	0	338	4	192	14	0	0	588	58
WYOMING	430	21	11	0	38	5	102	5	36	3
AMERICAN SAMOA	6	1	2	0	1	0	6	0	0	0
GUAM	98	0	1	0	3	0	39	0	10	0
NORTHERN MARIANAS	—	—	—	—	—	—	—	—	—	—
TRUST TERRITORIES	—	—	—	—	—	—	—	—	—	—
VIRGIN ISLANDS	—	—	—	—	—	—	—	—	—	—
BUR. OF INDIAN AFFAIRS	214	48	3	1	35	6	140	29	11	6
U.S. & INSULAR AREAS	122,584	6,935	5,911	322	14,957	691	31,164	1,325	16,313	997
50 STATES, D.C. & P.R.	122,194	6,890	5,925	321	14,918	683	30,979	1,297	16,292	992

THE TOTAL FTE FOR THE U.S. & INSULAR AREAS AND THE 50 STATES, D.C. & PUERTO RICO MAY NOT EQUAL THE SUM OF THE STATES AND INSULAR AREAS BECAUSE OF ROUNDING.

DATA AS OF OCTOBER 1, 1987.

Table 45 (continued)

SCHOOL STAFF OTHER THAN SPECIAL EDUCATION TEACHERS EMPLOYED AND
NEEDED TO SERVE HANDICAPPED CHILDREN FOR SCHOOL YEAR 1985-86

STATE	+DIAGNOSTIC STAFF+		+AUDIOLOGISTS+		+WORK-STUDY COORDINATORS+		+VOCATIONAL EDUCATIONAL TEACHERS+		+COUNSELORS+	
	EMPLOYED	NEEDED	EMPLOYED	NEEDED	EMPLOYED	NEEDED	EMPLOYED	NEEDED	EMPLOYED	NEEDED
ALABAMA	0	1	0	0	3	0	110	3	34	1
ALASKA	15	2	5	0	15	1	0	2	11	1
ARIZONA	25	7	0	0	20	7	40	5	134	0
ARKANSAS	53	3	3	0	3	1	14	1	0	1
CALIFORNIA	206	75	45	0	90	10	60	9	143	29
COLORADO	0	0	20	0	90	0	65	12	0	0
CONNECTICUT	82	-	-	-	-	-	370	-	500	-
DELAWARE	50	2	1	1	5	0	20	1	30	3
DISTRICT OF COLUMBIA	20	4	1	0	3	0	5	0	11	0
FLORIDA	323	42	29	5	64	17	173	12	177	0
GEORGIA	48	7	20	2	22	2	120	7	19	2
HAWAII	183	70	3	1	7	24	11	24	0	0
IDAH0	0	0	3	1	0	0	0	0	0	0
ILLINOIS	173	-	41	-	0	-	181	3	497	6
INDIANA	30	15	30	0	53	3	62	10	17	4
IOWA	0	0	54	0	0	0	44	0	0	0
KANSAS	-	0	17	0	0	0	41	0	23	0
KENTUCKY	84	3	0	3	-	2	111	1	170	6
LOUISIANA	303	84	50	10	21	2	90	11	67	5
MAINE	100	207	10	10	71	00	130	70	307	30
MARYLAND	00	0	20	20	00	3	100	7	243	0
MASSACHUSETTS	-	-	-	-	-	-	00	0	15	0
MICHIGAN	0	0	15	3	27	0	10	1	6	0
MINNESOTA	103	-	20	-	170	-	300	-	-	-
MISSISSIPPI	70	14	0	5	0	1	50	12	6	2
MISSOURI	230	0	0	0	0	0	0	0	50	0
MONTANA	0	0	7	0	2	0	7	0	7	0
NEBRASKA	0	0	0	0	0	0	0	0	3	0
NEVADA	11	1	4	2	0	1	5	3	13	2
NEW HAMPSHIRE	40	3	1	1	13	3	13	13	303	10
NEW JERSEY	3,420	82	37	1	150	0	053	31	1,720	42
NEW MEXICO	243	11	17	2	14	1	40	2	10	1
NEW YORK	-	-	-	-	-	-	-	-	-	-
NORTH CAROLINA	40	4	20	2	12	1	104	7	140	0
NORTH DAKOTA	0	0	5	0	0	0	41	3	0	0
OHIO	47	0	25	2	210	10	145	21	0	0
OKLAHOMA	71	13	20	10	30	6	74	5	105	20
OREGON	175	6	24	4	22	1	00	3	270	0
PENNSYLVANIA	170	0	32	0	00	0	150	0	190	0
PUERTO RICO	0	21	5	0	0	0	100	12	7	4
RHODE ISLAND	40	1	3	0	13	0	10	1	67	0
SOUTH CAROLINA	22	5	10	3	3	0	174	19	00	0
SOUTH DAKOTA	0	0	3	1	21	0	03	3	100	0
TENNESSEE	00	0	20	0	15	0	100	0	100	0
TEXAS	303	20	15	0	525	0	541	0	401	0
UTAH	14	0	0	1	3	1	4	0	12	1
VERMONT	21	6	10	0	15	0	23	0	200	0
VIRGINIA	00	11	152	0	31	12	400	20	157	10
WASHINGTON	4	2	10	2	-	-	-	-	10	3
WEST VIRGINIA	02	11	30	1	11	2	03	11	40	3
WISCONSIN	154	6	4	0	0	0	300	0	11	0
WYOMING	70	5	0	0	0	1	12	1	64	3
AMERICAN SAMOA	4	0	0	0	0	0	1	0	0	0
GUAM	0	0	0	1	1	0	0	0	0	0
NORTHERN MARIANAS	-	-	-	-	-	-	-	-	-	-
TRUST TERRITORIES	-	-	-	-	-	-	-	-	-	-
VIRGIN ISLANDS	-	-	-	-	-	-	-	-	-	-
BUR. OF INDIAN AFFAIRS	17	7	1	1	0	1	2	3	7	6
U.S. & INSULAR AREAS	0,024	745	001	145	1,000	103	5,702	302	0,000	202
50 STATES, D.C. & P.R.	0,003	730	001	143	1,000	103	5,771	300	0,001	250

THE TOTAL FTE FOR THE U.S. & INSULAR AREAS AND THE 50
STATES, D.C., & PUERTO RICO MAY NOT EQUAL THE SUM OF THE STATES
AND INSULAR AREAS BECAUSE OF ROUNDING.

DATA AS OF OCTOBER 1, 1987.

Table 45 (continued)

SCHOOL STAFF OTHER THAN SPECIAL EDUCATION TEACHERS EMPLOYED AND
NEEDED TO SERVE HANDICAPPED CHILDREN FOR SCHOOL YEAR 1985-86

STATE	SUPERVISORS/ ADMINISTRATORS (SEA)	
	EMPLOYED	NEEDED
ALABAMA	21	0
ALASKA	0	0
ARIZONA	6	1
ARKANSAS	2	1
CALIFORNIA	7	0
COLORADO	5	2
CONNECTICUT	—	—
DELAWARE	3	1
DISTRICT OF COLUMBIA	18	0
FLORIDA	24	16
GEORGIA	28	5
HAWAII	8	0
IDaho	4	0
ILLINOIS	66	—
INDIANA	0	0
IOWA	23	0
KANSAS	20	0
KENTUCKY	50	2
LOUISIANA	50	0
MAINE	16	14
MARYLAND	0	0
MASSACHUSETTS	6	0
MICHIGAN	6	0
MINNESOTA	29	—
MISSISSIPPI	0	0
MISSOURI	0	0
MONTANA	0	0
NEBRASKA	23	0
NEVADA	5	2
NEW HAMPSHIRE	9	2
NEW JERSEY	86	0
NEW MEXICO	10	2
NEW YORK	1	—
NORTH CAROLINA	71	9
NORTH DAKOTA	4	0
OHIO	0	0
OKLAHOMA	0	0
OREGON	7	5
PENNSYLVANIA	24	3
PUERTO RICO	11	2
RHODE ISLAND	14	0
SOUTH CAROLINA	13	9
SOUTH DAKOTA	15	0
TENNESSEE	28	0
TEXAS	0	0
UTAH	3	2
VERMONT	12	0
VIRGINIA	21	0
WASHINGTON	—	—
WEST VIRGINIA	15	4
WISCONSIN	40	0
WYOMING	4	1
AMERICAN SAMOA	2	0
GUAM	2	0
NORTHERN MARIANAS	—	—
TRUST TERRITORIES	—	—
VIRGIN ISLANDS	—	—
BUR. OF INDIAN AFFAIRS	5	0
U.S. & INSULAR AREAS	829	36
50 STATES, D.C. & P.R.	820	86

THE TOTAL FTE FOR THE U.S. & INSULAR AREAS AND THE 50
STATES, D.C., & PUERTO RICO MAY NOT EQUAL THE SUM OF THE STATES
AND INSULAR AREAS BECAUSE OF ROUNDING.

DATA AS OF OCTOBER 1, 1987.

Table 46

NUMBER OF STUDENTS 16 YEARS AND OLDER EXITING THE EDUCATIONAL SYSTEM
DURING THE SCHOOL YEAR 1965-1966
BY REASON FOR EXIT

STATE	ALL CONDITIONS					TOTAL
	GRADUATION WITH DIPLOMA	GRADUATION THROUGH CERTIFICATION	REACHED MAXIMUM AGE	DROPPED OUT	OTHER	
ALABAMA	1,383	1,685	189	1,072	336	4,585
ALASKA	364	29	3	98	341	766
ARIZONA	1,218	145	75	587	558	2,583
ARKANSAS	1,246	438	84	445	188	2,378
CALIFORNIA	3,135	4,275	374	4,881	6,883	19,368
COLORADO	1,188	51	94	528	628	2,488
CONNECTICUT	4,488	411	118	38	187	5,138
DELAWARE	324	118	54	388	33	837
DISTRICT OF COLUMBIA	82	124	3	2	14	235
FLORIDA	1,792	2,178	194	2,155	25	7,136
GEORGIA	1,583	1,858	51	1,741	288	4,613
HAWAII	148	154	21	63	73	457
IDaho	328	82	15	218	43	678
ILLINOIS	6,841	227	488	4,537	8	12,871
INDIANA	2,757	919	128	1,478	1,851	6,317
IOWA	1,954	153	38	728	411	3,285
KANSAS	1,227	83	9	411	128	1,838
KENTUCKY	2,279	212	98	1,842	383	3,832
LOUISIANA	878	1,812	183	1,588	857	4,347
MAINE	832	284	128	188	8	1,878
MARYLAND	877	52	197	748	1,528	3,481
MASSACHUSETTS	8	5,881	28	2,188	453	7,878
MICHIGAN	3,245	888	5	1,681	24	5,643
MINNESOTA	3,244	1,388	8	814	344	5,788
MISSISSIPPI	821	1,278	77	888	115	2,758
MISSOURI	2,838	1,428	98	2,388	572	7,118
MONTANA	481	74	28	152	38	758
NEBRASKA	1,288	284	8	71	93	1,577
NEVADA	281	187	5	51	7	451
NEW HAMPSHIRE	367	85	48	438	88	991
NEW JERSEY	6,837	43	148	2,222	288	8,738
NEW MEXICO	734	88	21	343	98	1,282
NEW YORK	4,824	2,882	533	7,114	8	15,153
NORTH CAROLINA	2,818	982	188	1,688	455	6,888
NORTH DAKOTA	188	28	28	47	14	288
OHIO	6,187	533	395	1,947	877	9,819
OKLAHOMA	2,329	83	42	574	314	3,342
OREGON	1,128	98	2	361	818	2,223
PENNSYLVANIA	4,782	887	281	2,888	2,888	18,847
PUERTO RICO	85	58	123	475	181	982
RHODE ISLAND	588	8	57	473	98	1,288
SOUTH CAROLINA	1,352	872	287	1,828	617	4,138
SOUTH DAKOTA	8	367	82	117	89	835
TENNESSEE	121	188	4	588	227	1,858
TEXAS	3,847	5,128	8	3,321	8	12,888
UTAH	881	73	88	243	118	1,288
VERMONT	188	15	8	134	28	345
VIRGINIA	1,788	983	82	1,188	828	4,888
WASHINGTON	827	181	45	517	218	1,788
WEST VIRGINIA	1,367	14	8	421	288	2,882
WISCONSIN	4,188	48	28	288	411	4,877
WYOMING	383	18	5	94	53	473
AMERICAN SAMOA	3	1	8	3	8	7
GUAM	78	8	8	31	3	118
NORTHERN MARIANAS	-	-	-	-	-	-
TRUST TERRITORIES	-	-	-	-	-	-
VIRGIN ISLANDS	-	-	-	-	-	-
BUR. OF INDIAN AFFAIRS	37	18	17	38	18	119
U.S. & INSULAR AREAS	98,921	38,71	5,122	58,158	24,493	213,87
58 STATES, D.C. & P.R.	98,885	38,854	5,163	58,883	24,488	213,387

DATA AS OF OCTOBER 1, 1967.

Table 47

PERCENTAGE OF STUDENTS 16 YEARS AND OLDER EXITING THE EDUCATIONAL SYSTEM
DURING THE SCHOOL YEAR 1965-1966
BY REASON FOR EXIT

STATE	ALL CONDITIONS				
	GRADUATION WITH DIPLOMA	GRADUATION THROUGH CERTIFICATION	REACHED MAXIMUM AGE	CHOPPED OUT	OTHER
ALABAMA	36.32	36.67	2.37	23.33	7.31
ALASKA	36.69	2.61	6.30	12.79	44.52
ARIZONA	47.15	5.61	2.98	22.73	21.68
ARKANSAS	52.44	16.43	3.54	18.86	6.73
CALIFORNIA	16.24	22.14	1.84	24.14	35.54
COLORADO	47.52	2.87	3.62	21.38	25.28
CONNECTICUT	85.77	6.81	2.26	0.78	1.26
DELAWARE	36.71	14.10	6.45	36.88	3.94
DISTRICT OF COLUMBIA	39.15	52.77	1.28	0.85	5.96
FLORIDA	25.11	36.41	2.72	39.29	11.56
GEORGIA	32.58	22.94	1.11	37.74	5.64
HAWAII	31.95	33.70	4.60	13.79	15.97
IDaho	48.38	12.89	2.21	36.97	6.34
ILLINOIS	56.67	1.88	3.86	37.59	0.90
INDIANA	43.94	14.55	1.90	23.27	16.64
IOWA	56.48	4.66	1.19	22.16	12.51
KANSAS	67.85	3.44	0.49	22.48	6.56
KENTUCKY	57.96	5.30	2.44	28.58	7.71
LOUISIANA	28.81	23.28	2.37	34.62	19.71
MAINE	56.87	19.87	11.78	18.88	8.88
MARYLAND	25.79	1.53	5.79	22.82	44.87
MASSACHUSETTS	6.88	64.24	3.35	29.66	5.75
MICHIGAN	57.58	12.19	0.80	29.79	0.43
MINNESOTA	57.11	22.68	0.14	14.11	5.96
MISSISSIPPI	22.51	46.32	2.79	24.21	4.17
MISSOURI	37.86	28.83	1.35	33.52	8.84
MONTANA	68.74	11.86	3.43	28.83	7.15
NEBRASKA	76.66	12.94	0.80	4.58	7.15
NEVADA	44.57	41.48	1.11	11.31	1.15
NEW HAMPSHIRE	37.03	8.58	4.84	44.38	6.85
NEW JERSEY	69.89	0.49	1.69	25.43	3.38
NEW MEXICO	57.24	6.71	1.64	28.76	7.64
NEW YORK	31.84	17.70	3.52	48.95	0.88
NORTH CAROLINA	48.24	15.78	2.95	27.58	7.48
NORTH DAKOTA	65.17	0.98	6.98	16.21	4.83
OHIO	62.17	5.37	3.98	19.63	6.84
OKLAHOMA	69.69	2.48	1.26	17.18	9.48
OREGON	52.16	4.85	0.89	16.24	27.44
PENNSYLVANIA	48.88	6.26	1.89	19.61	25.35
PUERTO RICO	7.21	6.43	13.64	52.66	28.67
RHODE ISLAND	47.97	0.88	4.71	39.12	8.19
SOUTH CAROLINA	32.69	21.88	6.48	24.85	14.92
SOUTH DAKOTA	9.88	57.88	9.76	3.43	14.82
TENNESSEE	11.48	19.32	0.38	56.34	21.58
TEXAS	38.17	42.36	0.88	27.47	0.88
UTAH	57.34	6.86	6.64	28.17	9.79
VERMONT	52.85	4.11	0.86	36.71	7.12
VIRGINIA	38.38	21.27	1.76	25.27	13.41
WASHINGTON	48.39	5.91	2.63	38.25	12.61
WEST VIRGINIA	68.28	0.76	0.88	21.83	9.99
WISCONSIN	84.87	0.98	0.57	5.95	6.43
WYOMING	64.88	3.61	1.88	19.87	11.21
AMERICAN SAMOA	42.88	14.22	0.88	42.88	6.88
GUAM	69.89	0.88	0.88	28.18	2.73
NORTHERN MARIANAS	-	-	-	-	-
TRUST TERRITORIES	-	-	-	-	-
VIRGIN ISLANDS	-	-	-	-	-
BUR. OF INDIAN AFFAIRS	31.89	13.45	14.29	32.77	8.48
U.S. & INSULAR AREAS	42.56	17.26	2.43	28.26	1.47
50 STATES, D.C. & P.R.	42.55	17.27	2.42	28.28	11.47

SOME STATES REPORTED ONLY TOTAL STUDENTS EXITING THE EDUCATIONAL SYSTEM AND DID NOT REPORT DATA BY REASON FOR EXIT. AS A RESULT, THE PROPORTIONS FOR THE U.S. AND INSULAR AREAS AND THE 50 STATES, D.C. AND PUERTO RICO WILL NOT SUM TO 100 PERCENT.

DATA AS OF OCTOBER 1, 1967.

Table 48

NUMBER OF STUDENTS 10 YEARS AND OLDER EXITING THE EDUCATIONAL SYSTEM
DURING THE SCHOOL YEAR 1986-1987
BY REASON FOR EXIT

STATE	LEAVING DISABLED					TOTAL
	GRADUATION WITH DIPLOMA	GRADUATION THROUGH CERTIFICATION	REACHED MAXIMUM AGE	DROPPED OUT	OTHER	
ALABAMA	911	137	2	399	113	1,522
ALASKA	298	0	0	88	311	678
ARIZONA	769	37	13	352	288	1,439
ARKANSAS	691	157	9	211	75	1,143
CALIFORNIA	1,939	2,432	51	2,689	3,843	11,925
COLORADO	817	10	1	232	214	1,480
CONNECTICUT	2,511	95	19	11	71	2,787
DELAWARE	236	49	0	187	0	480
DISTRICT OF COLUMBIA	78	25	0	0	4	99
FLORIDA	1,218	355	11	944	355	2,875
GEORGIA	863	181	3	581	84	1,632
HAWAII	199	77	5	31	17	236
IDaho	215	18	0	147	33	411
ILLINOIS	3,287	18	10	1,482	0	4,801
INDIANA	1,346	56	2	585	449	2,441
IOWA	1,098	45	0	371	212	1,656
KANSAS	788	12	1	288	57	978
KENTUCKY	1,218	23	9	389	174	1,821
LOUISIANA	568	385	14	719	361	1,987
MAINE	385	46	30	30	0	411
MARYLAND	332	0	0	422	722	1,478
MASSACHUSETTS	0	1,787	83	742	162	2,784
MICHIGAN	1,938	290	0	738	8	2,977
MINNESOTA	1,319	644	2	588	297	2,838
MISSISSIPPI	499	885	12	378	62	1,586
MISSOURI	1,488	334	2	1,077	224	3,048
MONTANA	388	33	0	84	25	462
NEBRASKA	752	185	0	25	15	897
NEVADA	177	113	0	39	2	331
NEW HAMPSHIRE	282	48	0	26	39	444
NEW JERSEY	3,517	0	18	1,886	122	4,745
NEW MEXICO	451	22	0	281	58	732
NEW YORK	3,429	568	198	3,687	0	7,783
NORTH CAROLINA	1,925	284	4	835	164	3,132
NORTH DAKOTA	121	3	2	32	18	186
OHIO	2,263	0	3	518	528	3,304
OKLAHOMA	1,324	28	11	319	153	1,875
OREGON	819	55	0	288	459	1,421
PENNSYLVANIA	2,532	127	6	944	1,144	4,753
PUERTO RICO	8	15	2	133	37	193
RHODE ISLAND	448	0	4	378	59	879
SOUTH CAROLINA	646	1	38	298	182	1,321
SOUTH DAKOTA	0	224	2	72	19	317
TENNESSEE	96	62	2	388	133	691
TEXAS	2,882	3,158	0	2,324	0	8,264
UTAH	385	17	2	71	7	469
VERMONT	98	1	0	88	7	186
VIRGINIA	1,285	182	0	543	227	2,217
WASHINGTON	841	63	13	378	189	1,279
WEST VIRGINIA	813	2	0	127	128	1,070
WISCONSIN	2,188	9	6	123	126	2,355
WYOMING	282	7	0	58	38	297
AMERICAN SAMOA	-	-	-	-	-	-
GUAM	41	0	0	21	1	63
NORTHERN MARIANAS	-	-	-	-	-	-
TRUST TERRITORIES	-	-	-	-	-	-
VIRGIN ISLANDS	-	-	-	-	-	-
BUR. OF INDIAN AFFAIRS	-	-	-	-	-	-
U.S. & INSULAR AREAS	51,628	13,158	588	26,944	11,955	103,967
50 STATES, D.C. & P.R.	51,587	13,158	588	26,823	11,954	103,964

DATA AS OF OCTOBER 1, 1987.

Table 49

NUMBER OF STUDENTS 16 YEARS AND OLDER EXITING THE EDUCATIONAL SYSTEM
DURING THE SCHOOL YEAR 1965-1966
BY REASON FOR EXIT

STATE	SPEECH IMPAIRED					TOTAL
	GRADUATION WITH DIPLOMA	GRADUATION THROUGH CERTIFICATION	REACHED MAXIMUM AGE	DROPPED OUT	OTHER	
ALABAMA	35	26	5	3	33	102
ALASKA	6	1	0	0	4	11
ARIZONA	21	0	1	12	6	42
ARKANSAS	20	4	0	6	3	33
CALIFORNIA	871	1,188	0	1,178	1,734	4,969
COLORADO	17	1	1	4	3	26
CONNECTICUT	78	5	0	0	4	87
DELAWARE	0	0	0	1	0	1
DISTRICT OF COLUMBIA	0	0	0	0	0	0
FLORIDA	143	120	1	100	5	369
GEORGIA	50	8	1	20	3	52
HAWAII	7	2	0	0	1	10
IDAH0	5	5	0	1	0	11
ILLINOIS	168	2	7	57	0	234
INDIANA	243	524	5	37	91	900
IOWA	0	0	0	0	0	0
KANSAS	20	5	2	3	1	31
KENTUCKY	69	3	1	7	8	88
LOUISIANA	11	6	0	48	52	109
MAINE	10	8	1	3	0	22
MARYLAND	157	0	0	28	122	307
MASSACHUSETTS	0	1,164	81	484	108	1,815
MICHIGAN	99	0	0	0	0	99
MINNESOTA	1,054	58	0	58	-	1,170
MISSISSIPPI	29	57	0	5	1	92
MISSOURI	128	78	2	32	40	280
MONTANA	12	8	2	3	0	23
NEBRASKA	23	0	0	0	2	25
NEVADA	0	3	0	1	0	4
NEW HAMPSHIRE	8	1	0	13	1	23
NEW JERSEY	215	0	4	29	27	279
NEW MEXICO	87	5	0	39	8	139
NEW YORK	38	5	1	23	0	67
NORTH CAROLINA	38	4	5	18	11	74
NORTH DAKOTA	3	0	0	1	0	4
OHIO	850	19	0	14	10	893
OKLAHOMA	46	1	0	4	1	52
OREGON	36	4	0	8	35	81
PENNSYLVANIA	49	8	1	48	138	234
PUERTO RICO	3	0	0	5	2	10
RHODE ISLAND	11	0	0	2	3	16
SOUTH CAROLINA	51	12	0	35	25	123
SOUTH DAKOTA	0	18	1	4	2	23
TENNESSEE	5	2	0	18	8	31
TEXAS	56	21	0	13	0	90
UTAH	0	0	1	0	0	7
VERMONT	0	0	0	4	3	16
VIRGINIA	85	22	0	17	28	152
WASHINGTON	3	4	2	1	1	9
WEST VIRGINIA	22	0	0	5	4	27
WISCONSIN	90	0	0	5	8	103
WYOMING	18	0	0	5	1	24
AMERICAN SAMOA	0	0	0	0	0	0
GUAM	0	0	0	0	0	0
NORTH MARIANAS	-	-	-	-	-	-
TRUST TERRITORIES	-	-	-	-	-	-
VIRGIN ISLANDS	-	-	-	-	-	-
BUR. OF INDIAN AFFAIRS	23	3	0	1	1	28
U.S. & INSULAR AREAS	5,832	3,399	183	2,381	2,530	13,445
50 STATES, D.C. & P.R.	5,869	3,396	183	2,380	2,529	13,417

DATA AS OF OCTOBER 1, 1967.

Table 50

NUMBER OF STUDENTS 16 YEARS AND OLDER EXITING THE EDUCATIONAL SYSTEM
DURING THE SCHOOL YEAR 1985-1986
BY REASON FOR EXIT

STATE	MENTALLY RETARDED					TOTAL
	GRADUATION WITH DIPLOMA	GRADUATION THROUGH CERTIFICATION	REACHED MAXIMUM AGE	DROPPED OUT	OTHER	
ALABAMA	323	1,434	77	634	106	2,634
ALASKA	12	0	2	4	4	30
ARIZONA	187	85	36	43	39	390
ARKANSAS	430	252	70	215	77	1,053
CALIFORNIA	127	171	122	331	465	1,236
COLORADO	199	20	62	50	73	412
CONNECTICUT	480	225	45	0	2	681
DELAWARE	34	55	41	38	4	172
DISTRICT OF COLUMBIA	14	91	0	0	1	106
FLORIDA	48	1,302	95	479	120	2,134
GEORGIA	293	840	43	654	40	1,879
HAWAII	3	40	6	10	24	93
IDAHO	74	40	10	50	9	192
ILLINOIS	1,476	143	206	724	0	2,689
INDIANA	905	230	84	782	412	2,463
IOWA	804	52	20	100	100	944
KANSAS	341	34	4	112	17	508
KENTUCKY	800	152	73	522	67	1,724
LOUISIANA	164	505	65	476	183	1,303
MAINE	100	45	41	19	0	285
MARYLAND	70	31	105	170	95	567
MASSACHUSETTS	0	1,073	50	444	24	1,671
MICHIGAN	431	232	5	290	5	963
MINNESOTA	482	309	3	67	-	951
MISSISSIPPI	92	533	56	200	51	1,000
MISSOURI	742	624	66	652	122	2,408
MONTANA	50	33	11	26	2	133
NEBRASKA	272	90	0	18	36	425
NEVADA	1	46	4	3	3	57
NEW HAMPSHIRE	21	22	25	29	6	103
NEW JERSEY	700	0	100	187	19	1,004
NEW MEXICO	95	44	20	52	11	222
NEW YORK	142	1,672	144	701	0	2,659
NORTH CAROLINA	630	663	130	563	142	2,136
NORTH DAKOTA	51	14	10	4	2	80
OHIO	2,437	442	324	1,117	190	4,610
OKLAHOMA	754	52	30	100	135	1,157
OREGON	100	10	1	19	36	235
PENNSYLVANIA	1,085	414	170	650	618	3,537
PUERTO RICO	38	34	2	290	133	507
RHODE ISLAND	62	0	37	17	7	123
SOUTH CAROLINA	400	572	100	524	250	2,023
SOUTH DAKOTA	0	46	38	21	5	130
TENNESSEE	9	30	2	1	34	225
TEXAS	101	1,140	0	333	0	1,642
UTAH	101	35	10	19	4	177
VERMONT	65	12	0	43	4	124
VIRGINIA	105	657	73	336	67	1,298
WASHINGTON	82	21	10	37	9	159
WEST VIRGINIA	450	8	0	272	44	742
WISCONSIN	000	43	23	6	124	1,185
WYOMING	40	10	4	20	7	80
AMERICAN SAMOA	3	1	0	2	0	6
GUAM	30	0	0	5	1	36
NORTHERN MARIANAS	-	-	-	-	-	-
TRUST TERRITORIES	-	-	-	-	-	-
VIRGIN ISLANDS	-	-	-	-	-	-
BUR. OF INDIAN AFFAIRS	10	6	7	34	7	64
U.S. & INSULAR AREAS	10,447	15,136	3,018	12,050	4,122	53,591
50 STATES, D.C. & P.R.	10,404	15,129	3,011	12,017	4,114	53,475

DATA AS OF OCTOBER 1, 1987.

Table 51

NUMBER OF STUDENTS 16 YEARS AND OLDER EXITING THE EDUCATIONAL SYSTEM
DURING THE SCHOOL YEAR 1985-1986
BY REASON FOR EXIT

STATE	EMOTIONALLY DISTURBED					TOTAL
	GRADUATION WITH DIPLOMA	GRADUATION THROUGH CERTIFICATION	REACHED MAXIMUM AGE	DROPPED OUT	OTHER	
ALABAMA	54	48	2	65	12	179
ALASKA	3	0	0	0	17	20
ARIZONA	111	7	16	157	195	486
ARKANSAS	10	2	1	4	2	19
CALIFORNIA	45	68	78	122	167	481
COLORADO	232	7	7	282	277	725
CONNECTICUT	1,146	36	36	22	86	1,396
DELAWARE	44	9	1	7	19	147
DISTRICT OF COLUMBIA	8	3	1	0	9	19
FLORIDA	185	148	73	519	293	1,228
GEORGIA	296	55	1	423	127	812
HAWAII	8	9	0	7	10	32
IDaho	8	5	4	9	1	27
ILLINOIS	1,478	43	144	2,163	0	3,629
INDIANA	86	18	12	114	67	275
IOWA	188	35	3	232	83	521
KANSAS	187	3	2	87	42	241
KENTUCKY	32	2	1	71	23	129
LOUISIANA	36	34	3	216	281	556
MAINE	92	64	25	32	0	213
MARYLAND	48	6	0	86	362	486
MASSACHUSETTS	8	683	36	288	64	1,081
MICHIGAN	566	148	0	626	18	1,368
MINNESOTA	238	165	2	113	42	562
MISSISSIPPI	7	2	0	6	0	15
MISSOURI	188	98	0	536	172	982
MONTANA	38	0	0	8	2	54
NEBRASKA	84	0	0	28	34	146
NEVADA	9	15	0	0	1	31
NEW HAMPSHIRE	33	11	2	116	13	175
NEW JERSEY	1,084	0	19	895	188	2,086
NEW MEXICO	49	1	0	42	17	109
NEW YORK	911	144	80	2,211	3	3,346
NORTH CAROLINA	96	19	14	235	117	481
NORTH DAKOTA	8	1	0	8	2	19
OHIO	122	9	3	148	117	399
OKLAHOMA	28	0	1	17	18	56
OREGON	84	14	0	34	57	189
PENNSYLVANIA	517	64	8	428	780	1,717
PUERTO RICO	0	0	1	2	0	3
RHODE ISLAND	29	0	0	73	19	129
SOUTH CAROLINA	86	44	18	158	118	412
SOUTH DAKOTA	0	31	1	17	47	96
TENNESSEE	5	1	0	24	19	49
TEXAS	267	388	0	563	0	1,188
UTAH	155	17	27	148	94	433
VERMONT	11	1	0	23	9	44
VIRGINIA	156	73	2	258	269	756
WASHINGTON	32	4	2	86	15	139
WEST VIRGINIA	49	4	0	53	22	128
WISCONSIN	755	0	5	158	146	1,056
WYOMING	15	0	0	16	7	41
AMERICAN SAMOA	0	0	0	0	0	0
GUAM	0	0	0	5	1	6
NORTHERN MARIANA TRUST TERRITORIES	-	-	-	-	-	-
VIRGIN ISLANDS	-	-	-	-	-	-
BUR. OF INDIAN AFFAIRS	2	2	5	4	0	13
U.S. & INSULAR AREAS	9,891	2,534	657	11,863	4,283	28,968
56 STATES, D.C. & P.R.	9,889	2,532	652	11,794	4,282	28,949

DATA AS OF OCTOBER 1, 1987.

Table 52

NUMBER OF STUDENTS 18 YEARS AND OLDER EXITING THE EDUCATIONAL SYSTEM
DURING THE SCHOOL YEAR 1985-1986
BY REASON FOR EXIT

HEARD OF HEARING & DEAF

STATE	GRADUATION WITH DIPLOMA	GRADUATION THROUGH CERTIFICATION	REACHED MAXIMUM AGE	DROPPED OUT	OTHER	TOTAL
ALABAMA	24	13	1	2	2	42
ALASKA	10	0	0	1	2	13
ARIZONA	33	0	1	7	4	45
ARKANSAS	43	0	3	5	0	50
CALIFORNIA	41	55	0	84	124	304
COLORADO	36	1	0	0	9	51
CONNECTICUT	98	24	4	0	4	130
DELAWARE	3	3	0	0	0	6
DISTRICT OF COLUMBIA	2	1	0	0	0	3
FLORIDA	50	50	5	21	5	148
GEORGIA	29	13	0	0	0	48
HAWAII	14	11	3	3	5	36
IDAH0	10	0	0	1	0	11
ILLINOIS	183	1	11	31	0	226
INDIANA	46	3	1	7	0	65
IOWA	67	0	0	1	4	72
KANSAS	18	7	0	4	1	24
KENTUCKY	22	0	1	11	2	42
LOUISIANA	36	57	0	31	27	151
MAINE	13	9	0	10	0	46
MARYLAND	125	0	0	11	45	181
MASSACHUSETTS	0	71	4	28	4	107
MICHIGAN	81	15	0	15	0	111
MINNESOTA	72	8	0	2	-	80
MISSISSIPPI	11	13	0	4	0	28
MISSOURI	92	18	0	36	10	150
MONTANA	1	0	0	0	0	1
NEBRASKA	23	0	0	0	2	25
NEVADA	7	1	0	2	0	10
NEW HAMPSHIRE	11	1	3	4	1	20
NEW JERSEY	113	0	0	8	5	126
NEW MEXICO	14	7	0	2	0	23
NEW YORK	78	91	9	29	0	285
NORTH CAROLINA	51	9	4	5	4	73
NORTH DAKOTA	0	0	0	0	0	0
OHIO	118	0	3	7	0	126
OKLAHOMA	56	0	0	5	3	64
OREGON	13	2	0	3	3	21
PENNSYLVANIA	118	18	0	14	57	207
PUERTO RICO	7	4	11	7	5	34
RHODE ISLAND	12	0	1	1	3	17
SOUTH CAROLINA	52	46	0	14	0	118
SOUTH DAKOTA	0	7	1	1	0	9
TENNESSEE	1	2	0	3	5	11
TEXAS	79	112	0	24	0	215
UTAH	31	1	0	0	1	39
VERMONT	3	1	0	1	9	5
VIRGINIA	42	20	0	9	3	74
WASHINGTON	14	0	0	5	0	19
WEST VIRGINIA	14	0	0	1	1	16
WISCONSIN	43	0	0	3	3	49
WYOMING	5	1	0	1	0	7
AMERICAN SAMOA	0	0	0	0	0	0
GUAM	2	0	0	0	0	2
NORTHERN MARIANAS	-	-	-	-	-	-
TRUST TERRITORIES	-	-	-	-	-	-
VIRGIN ISLANDS	-	-	-	-	-	-
BUR. OF INDIAN AFFAIRS	1	0	0	0	2	3
U.S. & INSULAR AREAS	2,066	711	74	486	366	3,703
50 STATES, D.C. & P.R.	2,063	711	74	486	364	3,698

DATA AS OF OCTOBER 1, 1987.

Table 53

NUMBER OF STUDENTS 16 YEARS AND OLDER EXITING THE EDUCATIONAL SYSTEM
DURING THE SCHOOL YEAR 1985-1986
BY REASON FOR EXIT

STATE	MULTIHANDICAPPED					TOTAL
	GRADUATION WITH DIPLOMA	GRADUATION THROUGH CERTIFICATION	REACHED MAXIMUM AGE	DROPPED OUT	OTHER	
ALABAMA	1	19	19	2	5	46
ALASKA	0	1	1	0	2	4
ARIZONA	16	10	8	4	4	42
ARKANSAS	9	9	1	4	6	23
CALIFORNIA	14	16	30	69	19	238
COLORADO	30	4	15	17	37	112
CONNECTICUT	17	13	5	0	9	44
DELAWARE	0	0	0	0	0	0
DISTRICT OF COLUMBIA	0	0	1	0	0	1
FLORIDA	-	-	-	-	-	-
GEORGIA	-	-	-	-	-	-
HAWAII	0	2	2	0	6	12
IDAHO	1	1	1	0	0	3
ILLINOIS	-	-	-	-	-	-
INDIANA	9	27	14	14	17	81
IOWA	25	15	8	3	9	60
KANSAS	3	5	0	0	0	8
KENTUCKY	7	23	9	4	2	45
LOUISIANA	3	12	16	3	5	39
MAINE	9	19	16	1	0	45
MARYLAND	92	21	0	18	87	218
MASSACHUSETTS	0	112	6	46	9	173
MICHIGAN	0	0	0	0	0	0
MINNESOTA	-	-	-	-	-	-
MISSISSIPPI	0	3	2	0	0	5
MISSOURI	18	22	6	36	2	86
MONTANA	7	6	4	1	0	20
NEBRASKA	20	0	0	0	4	24
NEVADA	0	7	1	0	1	9
NEW HAMPSHIRE	3	1	4	1	0	9
NEW JERSEY	130	43	0	36	6	265
NEW MEXICO	12	2	0	5	2	21
NEW YORK	36	147	60	115	0	358
NORTH CAROLINA	7	21	19	13	11	71
NORTH DAKOTA	-	-	-	-	-	-
OHIO	66	56	52	9	20	203
OKLAHOMA	4	0	0	6	2	12
OREGON	-	-	-	-	-	-
PENNSYLVANIA	0	4	9	1	0	14
PUERTO RICO	0	0	8	17	0	25
RHODE ISLAND	0	0	0	0	1	1
SOUTH CAROLINA	0	2	10	4	2	16
SOUTH DAKOTA	0	3	13	1	3	20
TENNESSEE	0	0	0	0	1	1
TEXAS	5	74	0	16	0	97
UTAH	1	8	32	4	0	45
VERMONT	0	0	0	1	0	1
VIRGINIA	5	25	6	8	28	72
WASHINGTON	10	7	19	0	2	36
WEST VIRGINIA	0	0	0	0	0	0
WISCONSIN	18	5	0	0	0	23
WYOMING	2	0	1	2	0	5
AMERICAN SAMOA	0	0	0	1	0	1
GUAM	1	0	0	0	0	1
NORTHERN MARIANAS TRUST TERRITORIES	-	-	-	-	-	-
VIRGIN ISLANDS	-	-	-	-	-	-
BUR. OF INDIAN AFFAIRS	0	2	1	0	0	3
U.S. & INSULAR AREAS	640	749	399	400	300	2,634
50 STATES, D.C. & P.R.	639	747	398	400	300	2,629

DATA AS OF OCTOBER 1, 1987.

Table 54

NUMBER OF STUDENTS 16 YEARS AND OLDER EXITING THE EDUCATIONAL SYSTEM
DURING THE SCHOOL YEAR 1985-1986
BY REASON FOR EXIT

STATE	ORTHOPEDICALLY IMPAIRED					TOTAL
	GRADUATION WITH DIPLOMA	GRADUATION THROUGH CERTIFICATION	REACHED MAXIMUM AGE	DROPPED OUT	OTHER	
ALABAMA	12	5	1	3	1	22
ALASKA	0	2	0	0	0	2
ARIZONA	17	0	0	1	3	21
ARKANSAS	19	2	0	0	0	21
CALIFORNIA	35	47	23	89	132	326
COLORADO	12	2	0	3	5	22
CONNECTICUT	21	3	0	0	6	24
DELAWARE	1	0	3	0	0	4
DISTRICT OF COLUMBIA	0	3	1	0	0	4
FLORIDA	56	89	1	32	5	183
GEORGIA	13	1	1	7	0	22
HAWAII	7	6	1	2	4	20
IDAH0	6	3	0	0	0	9
ILLINOIS	155	5	15	23	0	196
INDIANA	29	2	0	4	3	39
IOWA	14	4	0	1	2	21
KANSAS	12	0	0	0	0	12
KENTUCKY	16	3	1	17	7	44
LOUISIANA	7	5	3	7	3	25
MAINE	12	6	1	1	0	20
MARYLAND	17	0	0	18	12	47
MASSACHUSETTS	0	56	3	23	5	87
MICHIGAN	83	6	0	10	0	99
MINNESOTA	62	29	0	0	0	92
MISSISSIPPI	12	4	6	7	0	29
MISSOURI	34	32	10	12	2	90
MONTANA	1	1	0	1	0	3
NEBRASKA	27	0	0	0	0	27
NEVADA	5	2	0	0	0	7
NEW HAMPSHIRE	3	0	0	0	0	3
NEW JERSEY	46	0	7	2	0	55
NEW MEXICO	11	1	0	1	0	13
NEW YORK	86	21	2	24	0	133
NORTH CAROLINA	26	1	1	3	0	30
NORTH DAKOTA	2	2	0	1	0	5
OHIO	239	7	10	33	0	289
OKLAHOMA	8	1	0	21	2	32
OREGON	127	0	0	6	10	143
PENNSYLVANIA	36	9	4	7	23	79
PUERTO RICO	5	4	0	0	0	9
RHODE ISLAND	4	0	4	1	1	10
SOUTH CAROLINA	11	32	1	0	10	54
SOUTH DAKOTA	0	3	2	0	1	6
TENNESSEE	2	1	0	1	2	6
TEXAS	68	79	0	18	0	165
UTAH	7	0	0	0	0	7
VERMONT	1	0	0	0	1	2
VIRGINIA	7	3	0	0	2	12
WASHINGTON	11	1	1	2	1	16
WEST VIRGINIA	6	0	0	3	3	12
WISCONSIN	48	0	0	0	0	48
WYOMING	4	0	0	0	0	4
AMERICAN SAMOA	0	0	0	0	0	0
GUAM	0	0	0	0	0	0
NORTHERN MARIANAS	-	-	-	-	-	-
TRUST TERRITORIES	-	-	-	-	-	-
VIRGIN ISLANDS	-	-	-	-	-	-
BUR. OF INDIAN AFFAIRS	0	2	2	0	0	4
U.S. & INSULAR AREAS	1,426	492	184	384	241	2,647
50 STATES, D.C. & P.R.	1,426	490	182	384	241	2,643

DATA AS OF OCTOBER 1, 1987.

Table 55

NUMBER OF STUDENTS 16 YEARS AND OLDER EXITING THE EDUCATIONAL SYSTEM
DURING THE SCHOOL YEAR 1965-1966
BY REASON FOR EXIT

STATE	OTHER HEALTH IMPAIRED					TOTAL
	GRADUATION WITH DIPLOMA	GRADUATION THROUGH CERTIFICATION	REACHED MAXIMUM AGE	DRIPPED OUT	OTHER	
ALABAMA	8	0	0	1	4	13
ALASKA	2	0	0	0	0	2
ARIZONA	48	3	0	8	31	90
ARKANSAS	0	1	0	1	1	3
CALIFORNIA	68	81	58	158	232	589
COLORADO	—	—	—	—	—	—
CONNECTICUT	77	3	5	2	18	97
DELAWARE	0	0	0	0	0	0
DISTRICT OF COLUMBIA	6	0	0	2	0	2
FLORIDA	63	5	6	50	37	178
GEORGIA	35	29	2	46	5	117
HAWAII	6	6	1	2	4	19
IDAH0	9	1	0	2	0	12
ILLINOIS	49	16	0	30	0	184
INDIANA	6	2	2	3	1	14
IOWA	0	0	0	6	0	6
KANSAS	5	2	0	1	0	8
KENTUCKY	10	0	0	0	2	16
LOUISIANA	5	7	1	3	18	26
MAINE	9	5	4	1	0	19
MARYLAND	19	0	0	7	7	33
MASSACHUSETTS	0	70	3	29	6	108
MICHIGAN	—	—	—	—	—	—
MINNESOTA	48	11	0	4	5	68
MISSISSIPPI	—	—	—	—	—	—
MISSOURI	24	4	0	12	0	40
MONTANA	42	2	1	15	1	61
NEBRASKA	—	—	—	—	—	—
NEVADA	0	0	0	0	0	0
NEW HAMPSHIRE	5	0	0	5	0	10
NEW JERSEY	50	0	2	9	1	71
NEW MEXICO	3	1	1	1	2	8
NEW YORK	78	31	38	391	0	528
NORTH CAROLINA	19	16	2	6	4	47
NORTH DAKOTA	1	0	0	0	0	1
OHIO	—	—	—	—	—	—
OKLAHOMA	4	0	0	5	0	9
OREGON	107	5	6	5	10	127
PENNSYLVANIA	0	0	0	0	0	0
PUERTO RICO	1	0	1	10	0	12
RHODE ISLAND	13	6	6	8	6	27
SOUTH CAROLINA	2	4	4	0	0	10
SOUTH DAKOTA	0	13	0	1	11	25
TENNESSEE	2	1	6	7	27	37
TEXAS	187	132	0	88	0	379
UTAH	16	0	0	2	0	20
VERMONT	0	0	0	1	1	2
VIRGINIA	33	3	1	1	1	39
WASHINGTON	27	1	6	6	4	36
WEST VIRGINIA	1	0	0	0	0	1
WISCONSIN	31	0	0	2	3	36
WYOMING	6	0	0	0	0	6
AMERICAN SAMOA	0	0	0	0	0	0
GUAM	0	0	0	0	0	0
NORTHERN MARIANAS	—	—	—	—	—	—
TRUST TERRITORIES	—	—	—	—	—	—
VIRGIN ISLANDS	—	—	—	—	—	—
BUR. OF INDIAN AFFAIRS	0	1	2	0	0	3
U.S. & INSULAR AREAS	1,094	456	132	941	426	3,049
50 STATES, D.C. & P.R.	1,094	455	130	941	426	3,046

DATA AS OF OCTOBER 1, 1967.

Table 56

NUMBER OF STUDENTS 16 YEARS AND OLDER EXITING THE EDUCATIONAL SYSTEM
DURING THE SCHOOL YEAR 1965-1966
BY REASON FOR EXIT

VISUALLY HANDICAPPED

STATE	GRADUATION WITH DIPLOMA	GRADUATION THROUGH CERTIFICATION	REACHED MAXIMUM AGE	DROPPED OUT	OTHER	TOTAL
ALABAMA	25	4	1	3	0	33
ALASKA	5	0	0	0	1	6
ARIZONA	16	3	0	3	6	28
ARKANSAS	15	2	0	2	2	21
CALIFORNIA	17	16	9	23	44	104
COLORADO	1	0	1	2	0	16
CONNECTICUT	42	5	1	1	1	50
DELAWARE	6	0	9	7	2	24
DISTRICT OF COLUMBIA	0	0	1	0	0	0
FLORIDA	19	7	1	1	3	31
GEORGIA	14	2	0	4	1	21
HAWAII	3	0	1	0	0	4
IDAHO	0	2	0	0	0	2
ILLINOIS	51	3	6	18	0	78
INDIANA	33	5	4	4	3	49
IOWA	6	2	0	0	1	11
KANSAS	15	1	0	4	2	22
KENTUCKY	17	0	1	6	14	38
LOUISIANA	20	9	1	6	14	50
MAINE	2	2	0	3	0	7
MARYLAND	19	0	0	9	52	80
MASSACHUSETTS	0	30	2	12	1	45
MICHIGAN	20	0	0	2	1	23
MINNESOTA	27	3	0	2	1	33
MISSISSIPPI	1	1	0	0	1	3
MISSOURI	24	6	0	0	0	30
MONTANA	1	1	0	0	0	2
NEBRASKA	0	0	0	0	0	0
NEVADA	2	0	0	0	0	2
NEW HAMPSHIRE	1	1	2	2	0	6
NEW JERSEY	30	0	2	0	0	32
NEW MEXICO	12	3	0	0	0	15
NEW YORK	40	2	5	12	0	59
NORTH CAROLINA	19	7	0	4	1	31
NORTH DAKOTA	3	0	0	1	0	4
OHIO	00	0	0	9	0	9
OKLAHOMA	56	1	0	9	0	66
OREGON	5	0	1	0	0	6
PENNSYLVANIA	55	6	1	4	19	85
PUERTO RICO	2	1	2	2	4	11
RHODE ISLAND	3	0	1	1	0	5
SOUTH CAROLINA	15	7	4	3	0	29
SOUTH DAKOTA	0	4	0	0	1	5
TENNESSEE	1	2	0	2	0	5
TEXAS	42	23	0	0	0	65
UTAH	7	0	0	1	0	8
VERMONT	3	0	0	1	1	5
VIRGINIA	30	7	0	0	1	38
WASHINGTON	7	0	0	2	1	10
WEST VIRGINIA	4	0	0	0	1	5
WISCONSIN	23	0	0	1	1	25
WYOMING	0	0	0	0	0	0
AMERICAN SAMOA	0	0	0	0	0	0
GUAM	1	0	0	0	0	1
NORTHERN MARIANAS	-	-	-	-	-	-
TRUST TERRITORIES	-	-	-	-	-	-
VIRGIN ISLANDS	-	-	-	-	-	-
BUR. OF INDIAN AFFAIRS	1	0	0	0	0	1
U.S. & INSULAR AREAS	665	174	48	100	181	1,448
50 STATES, D.C. & P.R.	663	174	48	100	181	1,448

DATA AS OF OCTOBER 1, 1967.

Table 57

NUMBER OF STUDENTS 16 YEARS AND OLDER EXITING THE EDUCATIONAL SYSTEM
DURING THE SCHOOL YEAR 1985-1986
BY REASON FOR EXIT

STATE	DEAF-BLIND					TOTAL
	GRADUATION WITH DIPLOMA	GRADUATION THROUGH CERTIFICATION	REACHED MAXIMUM AGE	DROPPED OUT	OTHER	
ALABAMA	0	1	1	0	0	2
ALASKA	-	-	-	-	-	-
ARIZONA	0	0	0	0	0	0
ARKANSAS	0	1	0	0	0	1
CALIFORNIA	3	3	3	0	1	4
COLORADO	3	0	0	0	2	13
CONNECTICUT	1	2	1	0	0	4
DELAWARE	0	2	1	0	0	3
DISTRICT OF COLUMB.	0	1	0	0	0	1
FLORIDA	0	3	1	0	2	6
GEORGIA	0	0	0	0	0	0
HAWAII	0	1	0	0	0	1
IDAHO	0	0	0	0	0	0
ILLINOIS	2	0	1	0	0	3
INDIANA	0	0	0	0	0	0
IOWA	0	0	0	0	0	0
KANSAS	0	0	0	0	0	0
KENTUCKY	0	0	0	1	0	1
LOUISIANA	0	12	0	4	1	17
MAINE	0	0	0	0	0	0
MARYLAND	0	0	2	0	2	4
MASSACHUSETTS	0	5	0	2	0	7
MICHIGAN	0	0	0	0	0	0
MINNESOTA	0	2	1	0	0	3
MISSISSIPPI	0	0	0	0	0	0
MISSOURI	2	0	0	0	0	10
MONTANA	0	0	0	0	0	0
NEBRASKA	0	0	0	0	0	0
NEVADA	0	0	0	0	0	0
NEW HAMPSHIRE	0	0	0	0	0	0
NEW JERSEY	1	0	0	0	0	5
NEW MEXICO	0	0	0	0	0	0
NEW YORK	0	0	0	1	0	15
NORTH CAROLINA	0	0	1	0	0	1
NORTH DAKOTA	0	0	0	0	0	0
OHIO	0	0	0	0	0	0
OKLAHOMA	0	0	0	2	0	11
OREGON	3	0	0	0	0	0
PENNSYLVANIA	0	19	2	0	0	21
PUERTO RICO	3	0	4	1	0	6
RHODE ISLAND	0	0	2	0	0	2
SOUTH CAROLINA	0	0	14	0	0	20
SOUTH DAKOTA	0	0	4	0	0	4
TENNESSEE	0	0	0	0	0	0
TEXAS	0	0	0	0	0	3
UTAH	0	0	0	0	0	0
VERMONT	0	0	0	0	0	0
VIRGINIA	0	1	0	0	0	1
WASHINGTON	0	0	0	2	0	2
WEST VIRGINIA	0	0	0	0	1	0
WISCONSIN	5	0	0	0	0	5
WYOMING	0	0	0	0	0	0
AMERICAN SAMOA	0	0	0	0	0	0
GUAM	1	0	0	0	0	1
NORTHERN MARIANAS	-	-	-	-	-	-
TRUST TERRITORIES	-	-	-	-	-	-
VIRGIN ISLANDS	-	-	-	-	-	-
BUR. OF INDIAN AFFAIRS	-	-	-	-	-	-
U.S. & INSULAR AREAS	32	70	57	13	9	
50 STATES, D.C. & P.R.	31	70	57	13	9	180

DATA AS OF OCTOBER 1, 1987.

Table 58

NUMBER OF ANTICIPATED SERVICES NEEDED BY CHILDREN 16 YEARS AND OLDER
LEAVING THE EDUCATIONAL SYSTEM DURING THE 1985-86 SCHOOL YEAR
BY HANDICAPPING CONDITION

ALL CONDITIONS

STATE	COUNSELING/ GUIDANCE	TRANS- PORTATION	TECHNO- LOGICAL AIDES	INTER- PRETER SERVICES	READER SERVICES	PHYSICAL/ MENTAL RESTOR- ATION	FAMILY SERVICES	INDEP- ENDENT LIVING	MAINT- ENANCE	RESID- ENTIAL SERVICES	VOCATIONAL/ TRAINING SERVICES
ALABAMA	1,620	701	45	28	104	105	436	617	602	82	2,321
ALASKA	184	14	3	5	9	5	33	20	11	13	212
ARIZONA	966	272	47	17	124	381	264	182	182	100	900
ARKANSAS	482	200	50	29	23	86	134	123	100	933	933
CALIFORNIA	5,195	3,843	1,123	296	283	910	1,183	1,994	1,915	791	7,578
COLORADO	520	48	9	20	14	227	68	180	216	217	597
CONNECTICUT	116	43	19	5	8	123	90	29	11	49	255
DELAWARE	276	120	4	8	16	77	83	61	37	402	402
DISTRICT OF COLUMBIA	5	48	5	0	0	7	80	41	0	47	47
FLORIDA	3,182	1,267	164	85	34	722	1,231	852	955	397	3,484
GEORGIA	632	297	26	0	8	50	296	296	373	55	692
HAWAII	357	329	400	00	340	172	251	360	142	457	457
IDAH0	236	81	12	7	10	47	73	97	100	53	356
ILLINOIS	2,837	680	8	50	21	160	1,091	190	1,002	155	2,125
INDIANA	1,921	701	93	19	103	219	682	000	558	274	2,289
IOWA	841	314	96	42	39	275	625	413	365	262	1,070
KANSAS	537	170	43	13	24	115	145	171	135	112	602
KENTUCKY	1,020	290	668	9	26	301	500	500	500	85	1,812
LOUISIANA	3,452	502	336	336	216	300	1,500	554	662	454	3,572
MAINE	4,134	393	999	177	1,654	1,875	3,200	748	401	74	2,493
MARYLAND	2,211	759	677	183	185	856	1,656	895	1,250	7	2,685
MASSACHUSETTS	88	463	28	19	65	557	165	104	0	470	142
MICHIGAN	1,923	536	97	41	49	531	525	591	900	329	2,576
MINNESOTA	2,824	219	94	4	—	270	264	568	95	4	2,006
MISSISSIPPI	660	284	32	16	53	40	118	217	222	20	1,046
MISSOURI	1,806	930	220	08	374	556	064	1,072	636	400	2,668
MONTANA	534	186	25	9	37	30	133	132	116	71	476
NEBRASKA	707	128	68	22	7	4	113	240	76	65	669
NEVADA	76	28	8	6	0	17	28	19	34	12	129
NEW HAMPSHIRE	39	2	2	3	1	1	5	8	1	5	30
NEW JERSEY	2,679	473	73	36	91	338	431	300	12	140	2,339
NEW MEXICO	323	112	35	17	23	43	73	97	9	50	373
NEW YORK	5,194	730	2,007	579	1,439	1,900	5,059	6,163	2,061	2,329	6,064
NORTH CAROLINA	1,915	512	51	29	59	202	493	303	300	150	2,384
NORTH DAKOTA	49	13	20	7	17	13	10	21	10	15	78
OHIO	1,878	917	190	104	59	520	1,122	92	930	656	2,741
OKLAHOMA	1,925	3	46	25	30	106	266	249	219	114	1,963
OREGON	104	3	0	1	0	11	8	41	4	38	407
PENNSYLVANIA	2,917	172	272	106	82	184	214	193	165	202	2,880
PUERTO RICO	148	99	0	2	0	14	73	23	3	4	241
RHODE ISLAND	57	0	0	0	0	9	0	2	3	2	27
SOUTH CAROLINA	1,009	622	300	133	25	433	390	646	309	168	2,128
SOUTH DAKOTA	482	70	17	13	5	77	30	144	131	72	387
TEXAS	44	1	0	0	0	3	13	1	21	0	56
UTAH	8,083	2,882	735	200	3,071	1,295	2,847	3,162	3,224	1,503	6,434
VERMONT	884	245	510	4	21	56	255	534	136	40	973
VIRGINIA	—	—	—	—	—	—	—	—	—	—	—
WASHINGTON	1,429	405	106	19	77	423	420	570	307	111	1,570
WASHINGTON	322	103	92	53	10	56	91	153	88	53	1,091
WEST VIRGINIA	500	183	12	6	44	57	148	182	121	34	973
WISCONSIN	3,063	356	191	38	88	18	1,214	1,132	653	300	2,839
WYOMING	195	72	5	2	7	19	36	52	22	27	246
AMERICAN SAMOA	6	2	0	0	0	3	1	0	2	0	0
GUAM	57	1	1	1	1	7	19	16	1	0	109
NORTHERN MARIANAS	—	—	—	—	—	—	—	—	—	—	—
TRUST TERRITORIES	—	—	—	—	—	—	—	—	—	—	—
VIRGIN ISLANDS	—	—	—	—	—	—	—	—	—	—	—
BUR. OF INDIAN AFFAIRS	145	12	2	4	0	1	74	121	28	8	125
U.S. & INSULAR AREAS	73,889	22,312	10,140	2,974	8,282	14,556	29,707	27,368	21,159	11,505	82,112
50 STATES, D.C. & P.R.	73,681	22,297	10,137	2,959	8,281	14,545	29,675	27,231	21,128	11,577	82,451

DATA AS OF OCTOBER 1, 1987.

Table J8 (continued)

NUMBER OF ANTICIPATED SERVICES NEEDED BY CHILDREN 16 YEARS AND OLDER
LEAVING THE EDUCATIONAL SYSTEM DURING THE 1985-86 SCHOOL YEAR
BY HANDICAPPING CONDITION

ALL CONDITIONS

STATE	TRANSITIONAL EMPLOYMENT SERVICES	VOCATIONAL PLACEMENT	POST EMPLOY- MENT	EVALUATION OF VR SERVICES	OTHER SERVICES	ALL SERVICES	NO SPECIAL SERVICES
ALABAMA	1,183	2,113	835	1,985	131	13,178	322
ALASKA	71	283	28	158	3	970	84
ARIZONA	568	848	114	786	76	5,978	248
ARKANSAS	293	684	243	348	36	3,672	385
CALIFORNIA	3,226	9,886	3,676	4,997	1,983	48,383	5,183
COLORADO	178	459	79	339	481	3,579	1,465
CONNECTICUT	15	328	0	154	55	1,796	0
DELAWARE	192	376	121	345	7	2,751	16
DISTRICT OF COLUMBIA	49	3	0	48	0	411	128
FLORIDA	2,319	3,144	1,630	2,899	99	22,384	782
GEORGIA	395	872	226	813	0	5,233	2,010
HAWAII	457	385	332	457	53	4,628	0
IDAH0	284	296	154	315	51	2,162	67
ILLINOIS	1,842	3,676	386	2,171	268	15,270	5,981
INDIANA	962	1,769	619	2,209	0	13,886	1,594
IONA	574	732	481	789	373	6,821	738
KANSAS	342	688	234	429	88	4,639	341
KENTUCKY	1,012	1,427	1,179	872	234	18,486	186
LOUISIANA	914	2,742	936	1,748	438	18,762	2,622
MAINE	784	1,002	1,833	2,913	0	22,578	498
MARYLAND	2,154	2,458	2,217	1,649	0	29,495	388
MASSACHUSETTS	87	545	185	370	81	3,379	0
MICHIGAN	1,899	2,266	677	2,851	373	14,598	1,159
MINNESOTA	1,711	1,281	488	976	0	18,816	0
MISSISSIPPI	355	956	245	716	79	5,882	244
MISSOURI	0	1,982	2,012	1,830	1,410	16,748	2,226
MONTANA	263	313	181	248	52	2,721	48
NEBRASKA	566	541	128	188	0	3,318	727
NEVADA	79	184	31	65	2	648	154
NEW HAMPSHIRE	10	19	4	18	38	176	118
NEW JERSEY	1,884	2,848	899	2,492	323	14,282	3,396
NEW MEXICO	199	425	113	381	62	2,335	311
NEW YORK	178	6,865	178	7,444	0	49,386	4,283
NORTH CAROLINA	1,159	1,813	648	1,748	114	11,898	938
NORTH DAKOTA	46	37	24	84	13	457	2
OHIO	1,579	3,883	917	1,825	238	18,968	2,881
OKLAHOMA	1,895	918	287	662	42	8,376	557
OREGON	14	88	1	43	212	967	98
PENNSYLVANIA	738	2,691	1,774	2,616	1,838	18,496	7,337
PUERTO RICO	48	127	72	198	84	1,136	15
RHODE ISLAND	12	15	3	6	5	141	1,066
SOUTH CAROLINA	861	1,446	532	1,677	0	11,379	488
SOUTH DAKOTA	215	484	172	245	167	2,714	651
TENNESSEE	26	48	30	30	1	263	929
TEXAS	4,387	5,620	5,655	6,785	0	58,899	0
UTAH	792	725	238	445	6	5,866	128
VERMONT	0	0	0	0	0	0	0
VIRGINIA	620	1,489	513	1,898	65	9,150	1,357
WASHINGTON	71	75	75	228	218	3,377	69
WEST VIRGINIA	623	654	393	1,051	26	4,887	285
WISCONSIN	3,885	3,888	0	2,755	0	18,698	0
WYOMING	96	139	47	143	3	1,111	42
AMERICAN SAMOA	2	3	1	1	0	16	0
GUAM	189	188	5	183	0	538	0
NORTHERN MARIANAS	0	0	0	0	0	0	0
TRUST TERRITORIES	0	0	0	0	0	0	0
VIRGIN ISLANDS	0	0	0	0	0	0	0
BUR. OF INDIAN AFFAIRS	82	114	87	158	7	1,881	78
U.S. & INSULAR AREAS	38,851	73,983	31,347	66,896	6,931	523,881	58,889
50 STATES, D.C. & P.R.	38,858	73,876	31,254	65,834	6,924	522,324	58,791

DATA AS OF OCTOBER 1, 1987.

Section III. Annual Awards

Special Education Annual Awards

The following organizations and agencies announced recipients of their annual awards recognizing service to exceptional persons. Awards were made during the period July 1, 1987 to June 30, 1988.

American Council on Rural Special Education (ACRES)

Award: ACRES Exemplary Rural Special Education Programs

Recipients: Maine's Collegial Support Network for Rural
Special Educators, Augusta, Maine

Ponemah Elementary School, Ponemah, Minnesota

Southwestern Montana Educational Cooperative--
Program for the Emotionally Disturbed, Deer Lodge,
Montana

Greenwood School District #52--Preschool Program
for Handicapped Children, Ninety Six, South
Carolina

Southlake Special Services--Transition Program for
Handicapped Youth, St. Maries, Id o

Rural Child-Find Services Program, Ruidoso, New
Mexico

Arlington Interagency Project, Arlington,
Washington

Purpose of Award: To publicly recognize outstanding national
rural special education programs in the
following categories: Preservice; Inservice;
Vocational Training and Transition;
Interagency Collaboration; Research and
Evaluation; Cross-cultural Services; Least
Restrictive Environment; and Educational
Technology.

American Physical Therapy Association(APTA)

Award: Dorothy E. Baethke - Eleanor J. Carlin Award for Excellence in
Academic Teaching

Recipient: Katherine Shepard, Ph.D., Physical Therapist,
Temple University, Philadelphia, Pennsylvania

Purpose of Award: To acknowledge individuals who have made significant contributions to physical therapy education through excellence in academic teaching as exemplified in the professional and teaching careers of Dorothy E. Baethke and Eleanor J. Carlin.

Award: Signe Brunnstrom Award for Excellence in Clinical Teaching

Recipient: Kathleen J. Manella, Physical Therapist,
Pasadena, California

Purpose of Award: To acknowledge individuals who have made significant contributions to physical therapy clinical education through excellence in clinical teaching.

Award: Mary McMillan Scholarship Program

Recipients: Sheri L. Poffenbarger, Physical Therapist
Assistant, Middletown, Ohio

Byron A. Smith, Physical Therapist, Miami, Florida

Jeffrey R. Bresnahan, Physical Therapist,
Scranton, Pennsylvania

Tracy A. Byrne, Physical Therapist, Philadelphia,
Pennsylvania

Tammy L. Sosolik, Physical Therapist, San Antonio,
Texas

Laura D. Hill, Physical Therapist, Omaha, Nebraska

James T. McCracken, Physical Therapist, St. Louis,
Missouri

Susan F. Summergrad, Physical Therapist, Lakewood,
Ohio

William S. Quillen, Ph.D., Physical Therapist, Lt.
Cmdr., USN, Charlottesville, Virginia

Mark Alan Anderson, Ph.D., Physical Therapist,
Charlottesville, Virginia

Purpose of Award: To honor outstanding physical therapy students. The scholarship program contributes to the growth of physical therapy

as a profession by recognizing individuals
with superior capabilities.

**Association for Children and Adults with Learning Disabilities, Inc.
(ACLD)**

Award: Sam Kirk Outstanding Special Educator of the Year

Recipient: Blanche Leblanc, Educator/Teacher

Purpose of Award: To recognize an outstanding teacher,
administrator, or other persons who share
their educational expertise with students who
have learning disabilities.

Association for Retarded Citizens (ARC)

Award: Educator of the Year

Recipient: Elva Duran, Professor of Special Education,
University of Texas at El Paso

Purpose of Award: To recognize a university professor who has
demonstrated excellence in the preparation of
teachers of students with mental retardation.

Award: Teacher of the Year

Recipient: Susan M. Dillon, Spring Valley High School
Vocational Teacher, Richland County School
District II, South Carolina

Purpose of Award: To recognize a classroom teacher who has
demonstrated excellence in teaching students
with mental retardation.

The Council for Exceptional Children (CEC)

Award: 1988 J.E. Wallace Wallin Education of Handicapped Children
Annual Award

Recipient: Willard Abraham, Professor, Department of Special
Education, Arizona State University

Purpose of Award: To honor an individual who has made a
significant contribution to the education of
handicapped children in such areas as
publications; research; development of new

concepts, approaches, or programs; new techniques for diagnosis or rehabilitation; improved psychological or educational evaluation procedures; improved administrative procedures; practical application of improved teaching devices; or dynamic leadership.

Award: 1988 Clarissa Hug Teacher of the Year Award

Recipient: M. Beth Langley, Teacher, Nina Harris Exceptional Student Center, Pinellas Park, Florida

Purpose of Award: The Hug Award is presented to a CEC member currently involved in direct teaching, provision of speech, language and hearing, or other related services to handicapped and/or gifted and talented students, in recognition of demonstrated exemplary performance, exhibiting such qualities as innovativeness, imagination, creativity, and ability to inspire.

Student CEC

Award: The Outstanding Student CEC Member of the Year

Recipient: Tammy Eilert, member of the Fort Hays State University Chapter #64

Purpose of Award: To honor a student member who has made extraordinary contributions to Student CEC and to exceptional children.

The Joseph P. Kennedy, Jr. Foundation

Award: 1988 Joseph P. Kennedy, Jr. Foundation Public Policy Fellow

Recipient: Mary Richardson, Director, National Resource Institute on Children and Youth with Handicaps and Chief, Administration, University Affiliated Facility, Child Development and MR Center, University of Washington

Purpose of Award: To provide potential leaders in the field of mental retardation with first-hand knowledge and experience in public policy and an introduction to the latest thinking in bioethics. This 1-year program provides opportunities in public policy decision-making, training, and practical experience in government through service on the staffs of

congressional committees, or in federal departments or agencies.

The Orton Dyslexia Society

Award: The Samuel T. Orton Award

Recipients: Alice A. Garside, Director of Teacher Training Program and Consultant to the Language Program at the Carroll School, Lincoln, Massachusetts

Lucius Waites, M.D., Medical Director, Child Development Division, Scottish Rite Hospital, Dallas, Texas

Purpose of Award: To recognize annually no more than two persons whose service to persons with dyslexia has been outstanding. When two awards are given, it is customary to honor one educator and one physician or researcher.

The Association for Persons with Severe Handicaps (TASH)

Award: Alice H. Hayden Award

Recipient: Kathleen Gee, San Francisco State University

Purpose of Award: To recognize an outstanding doctoral student in special education or a related field of education. Candidates must demonstrate a continuing desire to work with people who experience severe disabilities, in accordance with the values and goals of TASH. They must also show evidence of leadership potential, either through good grades, active involvement in professional and/or advocacy organizations, and/or a history of committed efforts on behalf of persons with severe disabilities.

Award: Media Award (Film)

Recipient: NBC Network News of Miami, Florida

Purpose of Award: To recognize excellence in media presentations regarding issues that impact the lives of people with severe disabilities. Criteria are: communicates information about severe disabilities; raises awareness of consciousness about severe disability issues; promotes positive change for people with

severe disabilities; disseminates information to large numbers of people and/or groups not typically reached; quality of presentation; accuracy of information; meaningfulness/importance of subject matter; realistic portrayal of severe disabilities; use of appropriate language and imagery; reaches a public, not just a professional or specialized audience; is not a media project developed by an agency or organization for promotional purposes.

Award: Distinguished Parent Award

Recipients: Bob and Lynda Atherton, Illinois
Linda Brown, Wisconsin
Mary Ann Becker-Duncan, Oklahoma
Francoise Falcone, New York
Mary Yaris, Missouri

Purpose of Award: To recognize the accomplishments of parents of children with severe disabilities who are not professionals in the disabilities field. Specifically recognizes parents who have made outstanding efforts to assist their child(ren) in living a full life in nonsegregated educational and work settings. In addition, these parents have contributed to the lives of other children with disabilities.

Award: Extended Family/Community Integration Award

Recipients: Ruth Cope and Don Healey, Alberta, Canada
Virginia Hilty, Florida
Jewish Community Cent ~, Minnesota

Award: Five Year Exhibit Award

Recipient: "Hands On" Teaching Materials, Human Policy Press,
Adaptive Communication Systems, Inc.

Section IV. Directory Information

United States Congress Committees Related to the Handicapped

Office of Special Education Programs

The Council for Exceptional Children

Headquarters

Executive Committee

Divisions

The Canadian Council for Exceptional Children

United States State Directors of Special Education

United States Coordinators of Program for the Gifted and Talented

Canadian Senior Government Officials in Special Education

Subcommittee on Labor, HHS & Education
of the
House Committee on Appropriations
(100th Congress - 2nd Session)

Jurisdiction: Appropriations for programs administered by the Departments of Education, Labor, and Health and Human Services

Democrats (8)

<u>Room</u>		<u>Telephone</u>
2333 RHOB	William H. Natcher, Chairman (Ky.)	225-3501
2373 RHOB	Neal Smith (Iowa)	225-4426
2217 RHOB	David R. Obey (Wisc.)	225-3365
2211 RHOB	Edward R. Roybal (Calif.)	225-6235
2304 RHOB	Louis Stokes (Ohio)	225-7032
2349 RHOB	Joseph D. Early (Mass.)	225-6101
404 CHOB	Bernard J. Dwyer (N.J.)	225-6301
1513 LHOB	Steny Hoyer (Md.)	225-4131

Republicans (5)

2300 RHOB	Silvio Conte, Ranking (Mass.)	225-5335
1414 LHOB	Carl D. Pursell (Mich.)	225-4401
1131 LHOB	John E. Porter (Ill.)	225-4835
2407 RHOB	C. W. Bill Young (Fla.)	225-5961
106 CHOB	Vin Weber (Minn.)*	225-2331

Abbreviations: RHOB - Rayburn House Office Building
LHOB - Longworth House Office Building
CHOB - Cannon House Office Building

Zip code for House: 20515
Area code for House: 202
Main Capitol switchboard number: 224-3121
Committee number: 225-3508

*New member.

House Committee on Education and Labor
(100th Congress - 2nd Session)

Jurisdiction: Education and Labor in general.

Democrats (21)

<u>Room</u>		<u>Telephone</u>
2371 RHOB	Augustus F. Hawkins, Chairman (Calif.)	225-2201
239 CHOB	William D. Ford (Mich.)	225-6261
2186 RHOB	Joseph M. Gaydos (Pa.)	225-4631
2470 RHOB	William L. Clay (Mo.)	225-2406
2428 RHOB	Mario Biaggi (N.Y.)	225-2464
2210 RHOB	Austin J. Murphy (Pa.)	225-4665
2432 RHOB	Dale E. Kildee (Mich.)	225-3611
2457 RHOB	Pat Williams (Mont.)	225-3211
430 CHOB	Matthew G. Martinez (Calif.)	225-5464
114 CHOB	Major R. Owens (N.Y.)	225-6231
1028 LHOB	Charles A. Hayes (Ill.)	225-4372
1004 LHOB	Carl C. Perkins (Ky.)	225-4935
1338 LHOB	Tom Sawyer (Ohio)*	225-5231
1536 LHOB	Stephen J. Solarz (N.Y.)	225-2361
1508 LHOB	Robert Wise (W. Va.)*	225-2711
501 CHOB	Timothy J. Penny (Minn.)	225-2472
325 CHOB	Bill Richardson (N.M.)*	225-6190
1541 LHOB	Tommy Robinson (Ark.)*	225-2506
1632 LHOB	Peter J. Visclosky (Ind.)*	225-2461
1429 LHOB	Chester Atkins (Mass.)*	225-3411
1005 LHOB	Jim Jontz (Ind.)*	225-5037

Republicans (13)

2431 RHOB	James M. Jeffords (Vt.)	225-4115
2263 RHOB	William F. Goodling (Pa.)	225-5836
2344 RHOB	E. Thomas Coleman (Mo.)	225-7041
1024 LHOB	Thomas E. Petri (Wisc.)	225-2476
303 CHOB	Marge Roukema (N.J.)	225-4465
227 CHOB	Steve Gunderson (Wisc.)	225-5506
1709 LHOB	Steve Bartlett (Tex.)	225-4201
2244 RHOB	Thomas J. Tauke (Iowa)	225-2911
514 CHOB	Richard K. Armey (Tex.)	225-7772
511 CHOB	Harris W. Fawell (Ill.)	225-3515
502 CHOB	Paul B. Henry (Mich.)	225-3831
1711 LHOB	Fred Grandy (Iowa)*	225-5476
116 CHOB	Cass Ballenger (N.C.)*	225-2576

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CHOB - Cannon House Office Building

Zip code for House: 20515
Area code for House: 202
Main Capitol switchboard number: 224-3121
Committee number: 225-4527

*New member.

Subcommittee on Select Education
of the
House Education and Labor Committee

(100th. Congress - 2nd Session)

Jurisdiction: Handicapped education (i.e., P.L. 94-142 and other EHA programs), rehabilitation programs, National Institute of Handicapped Research, and other select education programs (i.e., National Institute of Education, Child Abuse, Foster Grandparents).

Democrats (3)

<u>Room</u>		<u>Telephone</u>
114 CHOB	Mayor Owens (N.Y.), Chairman*	225-6231
2457 RHOB	Pat Williams (Mont.)	225-3211
2428 RHOB	Mario Biaggi (N.Y.)	225-2464

Republicans (1)

1709 LHOB	Steve Bartlett (Tex.)	225-4201
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Abbreviations: RHOB - Rayburn House Office Building
LHOB - Longworth House Office Building
CHOB - Cannon House Office Building

Zip code for House: 20515
Area code for House: 202
Main Capitol switchboard number: 224-3121
Committee number: 226-7532

*New member.

Subcommittee on Elementary, Secondary and Vocational Education
of the
House Education and Labor Committee
(100th Congress - 2nd Session)

Jurisdiction: Chapters One and Two (formerly ESEA), impact aid,
vocational education, adult education, P.L. 89-313 program.

Democrats (15)

<u>Room</u>		<u>Telephone</u>
2371 RHOB	Augustus F. Hawkins (Calif.), Chairman	225-2201
239 CHOB	William D. Ford (Mich.)	225-6261
2432 RHOB	Dale E. Kildee (Mich.)	225-3611
2457 RHOB	Pat Williams (Mont.)	225-3211
430 CHOB	Matthew Martinez (Calif.)*	225-5464
1004 LHOB	Carl C. Perkins (Ky.)	225-4935
2428 RHOB	Mario Biaggi (N.Y.)*	225-2464
1028 LHOB	Charles Hayes (Ill.)*	225-4372
1338 LHOB	Tom Sawyer (Ohio)*	225-5231
1536 LHOB	Stephen Solarz (N.Y.)*	225-2361
1421 LHOB	Robert Wise (W. Va.)*	225-2711
332 CHOB	Bill Richardson (N.M.)*	225-6190
1541 LHOB	Tommy Robinson (Ark.)*	225-2506
420 CHOB	Peter Visclosky (Ind.)*	225-2461
1429 LHOB	Chester Atkins (Mass.)*	225-3411

Republicans (8)

2263 RHOB	William F. Goodling (Pa.), Chairman	225-5836
1709 LHOB	Steve Bartlett (Tex.)*	225-4201
511 CHOB	Harris W. Fawell (Ill.)	225-3515
502 CHOB	Paul Henry (Mich.)*	225-3831
1711 LHOB	Frea Grandy (Iowa)*	225-5476
1709 LHOB	Steve Gunderson (Wisc.)	225-5506
1024 LHOB	Tom Petri (Wisc.)*	225-2476
303 CHOB	Marge Roukema (N.J.)*	225-4465

Abbreviations: RHOB - Rayburn House Office Building
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CHOB - Cannon House Office Building

Zip code for House: 20515
Area code for House: 202
Main Capitol switchboard number: 224-3121
Committee number: 225-4368

*New member.

House Budget Committee
(100th Congress - 2nd Session)

Jurisdiction: Budget for all federal agencies.

Democrats (21)

<u>Room</u>		<u>Telephone</u>
204 CHOB	William H. Gray, Ill, Chairman (Pa.)	225-4001
1201 LHOB	Thomas Foley (Wash.)*	225-2006
2454 RHOB	Mike Lowry (Wash.)	225-3106
201 CHOB	Butler Derrick (S.C.)	225-5301
2228 RHOB	George Miller (Calif.)	225-2095
2457 RHOB	Pat Williams (Mont.)	225-3211
1527 LHOB	Howard Wolpe (Mich.)	225-5011
1238 LHOB	Martin Frost (Tex.)	225-3605
1421 LHOB	Vic Fazio (Calif.)	225-5716
2233 RHOB	Marty Russo (Ill.)	225-5736
217 CHOB	Ed Jenkins (Ga.)	225-5211
336 CHOB	Marvin Leath (Tex.)	225-6105
126 CHOB	Charles Schumer (N.Y.)	225-6616
315 CHOB	Barbara Boxer (Calif.)	225-5161
503 CHOB	Buddy MacKay (Fla.)	225-5744
1431 LHOB	James Slattery (Kansas)	225-6601
1429 LHOB	Chester Atkins (Mass.)	225-3411
2351 RHOB	James Oberstar (Minn.)*	225-6211
2458 RHOB	Frank Guarini (N.J.)*	225-2765
417 CHOB	Richard Durbin (Ill.)*	225-3271
216 CHOB	Mike Espy (Miss.)*	225-5876

Republicans (14)

2309 RHOB	Delbert L. Latta, Ranking (Ohio)	225-6405
2311 RHOB	Willis D. Gradison, Jr. (Ohio)	225-3164
504 CHOB	Connie Mack III (Fla.)	225-2536
2263 RHOB	William Goodling (Pa.)	225-5836
1213 LHOB	Denny Smith (Oreg.)	225-5711
124 CHOB	Beau Boulter (Tex.)	225-3706
2434 RHOB	Mike Edwards (Okla.)*	225-2132
324 CHOB	William M. Thomas (Calif.)*	225-2915
206 CHOB	Harold Rogers (Ky.)*	225-4601
230 CHOB	Don Sundquist (Tenn.)*	225-2811
119 CHOB	Nancy Johnson (Conn.)*	225-4476
514 CHOB	Dick Armey (Tex.)*	225-7772
502 CHOB	Jack Buechner (Mo.)*	225-2561
1217 LHOB	Amoryoughton (N.Y.)*	225-3161

Abbreviations: RHOB - Rayburn House Office Building
LHOB - Longworth House Office Building
CHOB - Cannon House Office Building

Zip code for House: 20515
Area code for House: 202
Main Capitol switchboard number: 224-3121
Committee number: 226-7200

*New member.

House Appropriations Committee
(100th Congress - 2nd Session)

Jurisdiction: All appropriations.

<u>Room</u>	<u>Democrats (35)</u>	<u>Telephone</u>
2314 RHOB	Jamie L. Whitten, Chairman (Miss.)	225-4306
2426 RHOB	Edward P. Boland (Mass.)	225-5601
2333 RHOB	William H.atcher (Ky.)	225-3501
2373 RHOB	Neal Smith (Iowa)	225-4426
2365 RHOB	Joseph Addabbo (N.Y.)	225-3461
2234 RHOB	Sidney R. Yates (Ill.)	225-2111
2217 RHOB	David R. Obey (Wisc.)	225-3365
2211 RHOB	Edward R. Roybal (Calif.)	225-6235
2465 RHOB	Louis Stokes (Ohio)	225-7032
2302 RHOB	Tom Bevill (Ala.)	225-4876
2468 RHOB	Bill Chappell, Jr. (Fla.)	225-4035
233 CHOB	Bill Alexander (Ark.)	225-4076
2423 RHOB	John. P. Murtha (Pa.)	225-2065
2448 RHOB	Bob Traxler (Mich.)	225-2806
2349 RHOB	Joseph D. Early (Mass.)	225-6101
2265 RHOB	Charles Wilson (Tex.)	225-2401
2353 RHOB	Lindy Boggs (La.)	225-6636
2429 RHOB	Norman D. Dicks (Wash.)	225-5916
2335 RHOB	Matthew F. McHugh (N.Y.)	225-6335
2347 RHOB	William Lehman (Fla.)	225-4211
436 CHOB	Martin Olav Sabo (Minn.)	225-4755
423 CHOB	Julian C. Dixon (Calif.)	225-7084
1421 LHOB	Vic Fazio (Calif.)	225-5716
2161 RHOB	W. G. (Bill) Hefner (N.C.)	225-3715
2159 RHOB	Les AuCoin (Oreg.)	225-0855
2301 RHOB	Daniel K. Akaka (Hawaii)	225-4906
2440 RHOB	Wes W. Watkins (Okla.)	225-4565
204 CHOB	William H. Gray, III. (Pa.)	225-4001
404 CHOB	Bernard J. Dwyer (N.J.)	225-6301
107 CHOB	William H. Boner (Tenn.)	225-4361
1513 LHOB	Steny Hoyer (Md.)	225-4131
2439 RHOB	Bob Carr (Mich.)	225-4872
509 CHOB	Robert J. Mrazek (N.Y.)	225-5956
417 CHOB	Richard J. Durbin (Ill.)	225-5271
416 CHOB	Ronald D. Coleman (Tex.)	225-4831

Republicans (22)

2300 RHOB	Silvio Conte, Ranking (Mass.)	225-5335
2370 RHOB	Joseph M. McDade (Pa.)	225-3731
2372 RHOB	John T. Myers (Ind.)	225-5805
2208 RHOB	Clarence E. Miller (Ohio)	225-5131
2467 RHOB	Lawrence Coughlin (Pa.)	225-6111
2266 RHOB	C. W. Bill Young (Fla.)	225-5961
2252 RHOB	Jack F. Kemp (N.Y.)	225-5265
2209 RHOB	Ralph Regula (Ohio)	225-3876
2202 RHOB	Virginia Smith (Neb.)	225-6435
1414 LHOB	Carl D. Pursell (Mich.)	225-4401
2434 RHOB	Mickey Edwards (Okla.)	225-2132
306 CHOB	Bob Livingston (La.)	225-3015
1110 LHOB	Bill Green (N.Y.)	225-2436
326 CHOB	Jerry Lewis (Calif.)	225-5861
1530 LHOB	John E. Porter (Ill.)	225-4835
1028 LHOB	Harold Rogers (Ky.)	225-4601
1007 LHOB	Joe Skeen (N.M.)	225-2365
130 CHOB	Frank R. Wolf (Va.)	225-5136
1440 LHOB	Pill Lowrey (Calif.)	225-3201
106 CHOB	Vin Weber (Minn.)*	225-2331
1039 LHOB	Tom DeLay (Tex.)*	225-5951
1222 LHOB	Jim Kolbe (Ariz.)*	225-2542

Abbreviations: RHOB - Rayburn House Office Building
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CHOB - Cannon House Office Building

Zip code for House: 20515
Area code for House: 202
Main Capitol switchboard number: 224-3121
Committee number: 226-2771

*New member.

Postsecondary Education Subcommittee

(100th Congress - 2nd Session)

Jurisdiction: Higher Education Act; including student assistance, teacher training, assistance to higher education institutions for building continuing post-secondary education, and the Library Service Act.

Democrats (9)

<u>Room</u>		<u>Telephone</u>
2457 RHOB	Pat Williams, Chairman (Mont.)	225-3211
239 CHOB	William Ford (Mich.)	225-6261
114 CHOB	Major Owens (N.Y.)	225-6231
1028 LHOB	Charles Hayes (Ill.)	225-4372
1004 LHOB	Carl Perkins (Tenn.)	225-4935
2186 RHOB	Joseph Gaydo (La.)	225-4631
430 CHOB	Matthew Martinez (Calif.)*	225-5464
1541 LHOB	Tommy Robinson (Ark.)*	225-2506
1429 LHOB	Chester Atkins (Mass.)	225-3411

Republicans (5)

2344 RHOB	E. Thomas Coleman (Mo.)	225-7041
2263 RHOB	William Goodling (Pa.)	225-5836
303 CHOB	Marge Roukema (N.J.)	225-4465
2244 RHOB	Tom Tauke (Iowa)	225-2911
514 CHOB	Richard Armey (Tex.)*	225-7772

Abbreviations: RHOB - Rayburn House Office Building
LHOB - Longworth House Office Building
CHOB - Cannon House Office Building

Zip code for House: 20515
Area code for House: 202
Main Capitol switchboard number: 224-3121
Committee number: 226-7532

*New member.

**House Select Committee on
Children, Youth and Families
(100th Congress - 2nd Session)**

Jurisdiction: Study and review the problems of children, youth and families, and to develop policies to encourage the coordination of government and private programs. The Committee does not have legislative jurisdiction.

Democrats (18)

<u>Room</u>		<u>Telephone</u>
2422 RHOB	George Miller, Chairman (Calif.)	225-2095
2347 RHOB	William Lehman (Fla.)	225-4211
2410 RHOB	Patricia Schroeder (Colo.)	225-4431
2353 RHOB	Lindy Boggs (Mrs. Hale) (La.)	225-6636
2335 RHOB	Matthew F. McHugh (N.Y.)	225-6335
2442 RHOB	Ted Weiss (N.Y.)	225-5635
1117 LHOB	Beryl Anthony, Jr. (Ark.)	225-3773
1517 LHOB	Barbara Boxer (Calif.)	225-5161
323 CHOB	Sander M. Levin (Mich.)	225-4961
437 CHOB	Bruce A. Morrison (Conn.)	225-3661
513 CHOB	J. Roy Rowland (Ga.)	225-5531
414 CHOB	Gerry Sikorski (Minn.)	225-2271
1609 LHOB	Alan Wheat (Mo.)	225-4535
1714 LHOB	Matthew G. Martinez (Calif.)	225-5464
328 CHOB	Lane Evans (Ill.)	225-5905
417 CHOB	Richard Durbin (Ill.)*	225-5271
1338 LHOB	Tom Sawyer (Ohio)*	225-5231
1723 LHOB	David Skaggs (Calo.)*	225-2161

Republicans (12)

1417 LHOB	Dan Coats (Ind.)	225-4436
213 CHOB	Thomas J. Bliley, Jr. (Va.)	225-2815
130 CHOB	Frank R. Wolf (Va.)	225-5136
119 CHOB	Nancy L. Johnson (Conn.)	225-4476
507 CHOB	Barbara F. Vucanovich (Nev.)	225-6155
2252 RHOB	Jack Kemp (N.Y.)*	225-5265
229 CHOB	George Wortley (N.Y.)*	225-3701
316 CHOB	Ron Packard (Ca.)*	225-3906
124 CHOB	Beau Boulter (Tex.)*	225-3706
124 CHOB	Jay Hastert (Ill.)*	225-2976
515 CHOB	Clyde Holloway (La.)*	225-4926
1/11 LHOB	Fred Grandy (Iowa)*	225-5476

Abbreviations: RHOB - Rayburn House Office Building
LHOB - Longworth House Office Building
CHOB - Cannon House Office Building

Zip code for House: 20515

Area code for House: 202

Main Capitol switchboard number: 224-3121

Committee number: 226-7660

***New member.**

Senate Budget Committee
(100th Congress - 2nd Session)

Jurisdiction: Federal Budget, all agencies.

Democrats (13)

<u>Room</u>		<u>Telephone</u>
250 SROB	Lawton Chiles, Chairman (Fla.)	224-5274
125 SROB	Ernest F. Hollings (S.C.)	224-6121
136 SHOB	J. Bennett Johnston (La.)	224-5824
298 SROB	Jim Sasser (Tenn.)	224-3344
105 SDOB	Donald W. Riegle (Mich.)	224-4822
330 SHOB	J. James Exon (Neb.)	224-4224
717 SHOB	Frank R. Lautenberg (N.J.)	224-4744
462 SDOB	Paul Simon (Ill.)*	224-2152
716 SHOB	Terry Sanford (N.C.)*	224-3154
237 SROB	Timothy Wirth (Colo.)*	224-5852
320 SHOB	Wyche Fowler (Ga.)*	224-3643
825A SHOB	Kent Conrad (N. Dak.)*	224-2043
324 SHOB	Christopher Dodd (Conn.)*	224-2823

Republicans (11)

434 SDOB	Pete V. Domenici, Ranking (N.M.)	224-6621
528 SHOB	William L. Armstrong (Colo.)	224-5941
302 SROB	Nancy L. Kassebaum (Kansas)	224-4774
506 SHOB	Rudy Boschwitz (Minn.)	224-5641
509 SHOB	Steven D. Symms (Idaho)	224-6142
135 SHOB	Charles E. Grassley (Iowa)	224-3744
110 SHOB	Robert W. Kasten, Jr. (Wisc.)	224-5323
524 SHOB	Dan Quayle (Ind.)	224-5623
497 SROB	John C. Danforth (Mo.)	224-6154
713 SHOB	Don Nickles (Okla.)*	224-5754
530 SHOB	Warren Rudman (N.H.)*	224-3324

Abbreviations: SDOB - Senate Dirksen Office Building
SROB - Senate Russell Office Building
SHOB - Senate Hart Office Building

Zip code for the Senate: 20510
Area code for the Senate: 202
Main Capitol switchboard number: 224-3121
Committee number: 225-0642

*New member.

**Senate Committee on Appropriations
(100th Congress - 2nd Session)**

Jurisdiction: All appropriations.

Democrats (16)

<u>Room</u>		<u>Telephone</u>
205 SROB	John C. Stennis, Chairman (Miss.)	224-6253
311 SHOB	Robert C. Byrd (W. Va.)	224-3954
530 SDOB	William Proxmire (Wisc.)	224-5653
722 SHOB	Daniel K. Inouye (Hawaii)	224-3934
125 SROB	Ernest F. Hollings (S.C.)	224-6121
250 SROB	Lawton Chiles (Fla.)	224-5274
136 SHOB	J. Bennett Johnston (La.)	224-5824
511 SHOB	Quentin N. Burdick (N.D.)	224-2551
433 SROB	Patrick J. Leahy (Vt.)	224-4242
298 SROB	Jim Sasser (Tenn.)	224-3344
328 SHOB	Dennis DeConcini (Ariz.)	224-4521
229 SDOB	Dale L. Bumpers (Ark.)	224-4843
717 SHOB	Frank R. Lautenberg (N.J.)	224-4746
317 SHOB	Tom Harkin (Iowa)	224-3254
387 SROB	Barbara Mikulski (Md.)*	224-4634
708 SHOB	Harry Reid (Nev.)*	224-3542

Republicans (13)

711 SHOB	Mark O. Hatfield, Ranking (Ore.)	224-3753
522 SHOB	Ted Stevens (Alaska)	224-3004
303 SHOB	Lowell P. Weicker (Conn.)	224-4041
361 SDOB	James A. McClure (Idaho)	224-2752
505 SDOB	Jack Garn (Utah)	224-5444
326 SROB	Thad Cochran (Miss.)	224-5054
110 SHOB	Bob Kasten (Wisc.)	224-5323
520 SHOB	Alfonse M. D'Amato (N.Y.)	224-6542
530 SHOB	Warren Rudman (N.H.)	224-3324
331 SHOB	Arlen Specter (Pa.)	224-4254
434 SDOB	Pete Domenici (N.M.)	224-6621
135 SHOB	Charles Grassley (Iowa)*	224-3744
713 SHOB	Don Nickles (Okla.)*	224-5754

Abbreviations: SDOB - Senate Dirksen Office Building
SROB - Senate Russell Office Building
SHOB - Senate Hart Office Building

Zip code for the Senate: 20510
Area code for the Senate: 202
Main Capitol switchboard number: 224-3121
Committee number: 224-7236

*New member.

**Subcommittee on Labor, HHS, Education, and Related Agencies
of the
Senate Committee on Appropriations
(100th Congress - 2nd Session)**

Jurisdiction: Appropriations for programs administered by the Departments
of Labor, Health and Human Services, and Education

Democrats (8)

<u>Room</u>		<u>Telephone</u>
250 SROB	Lawton Charles, Chairman (Fla.)	224-5274
311 SHOB	Robert C. Byrd (W. Va.)	224-3954
530 SDOB	William Proxmire (Wisc.)	224-5653
125 SROB	Ernest F. Hollings (S.C.)	224-6121
511 SHOB	Quentin N. Burdick (N.D.)	224-2551
722 SHOB	Daniel K. Inouye (Hawaii)	224-3934
317 SHOB	Tom Harkin (Iowa)	224-3254
229 SDOB	Dale Bumpers (Ark.)*	224-4843

Republicans (7)

303 SHOB	Lowell P. Weicker, Ranking (Conn.)	224-4041
711 SHOB	Mark O. Hatfield (Ore.)	224-3753
522 SHOB	Ted Stevens (Alaska)	224-3004
530 SHOB	Warren Rudman (N.H.)	224-3324
331 SHOB	Arlen Specter (Pa.)	224-4254
561 SDOB	James McClure (Idaho)	224-2752
434 SDOB	Pete V. Domenici (N.M.)	224-6621

Abbreviations: SDOB - Senate Dirksen Office Building
SROB - Senate Russell Office Building
SHOB - Senate Hart Office Building

Zip code for the Senate: 20510
Area code for the Senate: 202
Main Capitol switchboard number: 224-3121
Committee number: 224-7283

*New member.

Senate Committee on Labor and Human Resources

(100th Congress - 2nd Session)

Jurisdiction: Education and labor legislation.

Democrats (9)

<u>Room</u>		<u>Telephone</u>
113 SROB	Edward M. Kennedy, Chairman (Mass.)	224-4543
335 SROB	Claiborne Pell (R.I.)	224-4642
363 SROB	Howard M. Metzenbaum (Ohio)	224-2315
109 SHOB	Spark M. Matsunaga (Hawaii)	224-6361
324 SHOB	Christopher J. Dodd (Conn.)	224-2823
462 SDOB	Paul Simon (Ill.)	224-2152
317 SHOB	Tom Harkin (Iowa)*	224-3254
513 SHOB	Brock Adams (Wa.)*	224-2621
387 SROB	Barbara Mikulski (Md.)*	224-4654

Republicans (7)

135 SROB	Orrin G. Hatch, Ranking (Utah)	224-5251
133 SHOB	Robert T. Stafford (Vt.)	224-5141
524 SHOB	Dan Quayle (Ind.)	224-5623
218 SROB	Strom Thurmond (S.C.)	224-5972
303 SHOB	Lowell P. Weicker (Conn.)	224-4041
326 SROB	Thad Cochran (Miss.)*	224-5054
531 SHOB	Gordon Humphrey (N.H.)*	224-2841

Abbreviations: SDOB - Senate Dirksen Office Building
SROB - Senate Russell Office Building
SHOB - Senate Hart Office Building

Zip code for the Senate: 20510
Area code for the Senate: 202
Main Capitol switchboard number: 224-3121
Committee number: 224-5375

*New member.

**Subcommittee on the Handicapped
of the
Senate Labor and Human Resources Committee
(100th Congress - 2nd Session)**

Jurisdiction: Handicapped education (i.e., P.L. 94-142 and other EHA programs), developmental disability programs, and rehabilitation programs.

Democrats (4)

<u>Room</u>		<u>Telephone</u>
120 SROB	Tom Harkin, Chairman (Iowa)*	224-3254
363 SROB	Howard M. Metzenbaum (Ohio)*	224-2315
462 SDOB	Paul Simon (Ill.)	224-2152
513 SHOB	Brock Adams (Wa.)*	224-2621
113 SROB	Edward M. Kennedy (Mass.) (Ex-officio)	224-4543

Republicans (3)

303 SHOB	Lowell P. Wicker, Ranking (Conn.)	224-4041
133 SHOB	Robert T. Stafford (Vt.)	224-5141
326 SROB	Thad Cochran (Miss.)*	224-5054
135 SROB	Orrin G. Hatch (Utah) (Ex-officio)	224-5251

Abbreviations: SDOB - Senate Dirksen Office Building
SROB - Senate Russell Office Building
SHOB - Senate Hart Office Building

Zip code for the Senate: 20510
Area code for the Senate: 202
Main Capitol switchboard number: 224-3121
Committee number: 224-6265

*New member.

Subcommittee on Education, Arts and the Humanities
of the
Senate Labor and Human Resources Committee

(100th Congress - 2nd Session)

Jurisdiction: Chapters One and Two (formerly ESEA), impact aid,
vocational education, P.L. 89-313.

Democrats (6)

<u>Room</u>		<u>Telephone</u>
335 SROB	Claiborne Pell, Chairman (R.I.)	224-4642
363 SROB	Howard M. Metzenbaum (Ohio)*	224-2315
109 SHOB	Spark M. Matsunaga (Hawaii)	224-6361
324 SHOB	Christopher J. Dodd (Conn.)	224-2823
462 SDOB	Paul Simon (Ill.)	224-2152
387 SROB	Barbara Mikulski (Md.)*	224-4654

Republicans (5)

113 SHOB	Robert T. Stafford, Ranking (Vt.)	224-5141
135 SROB	Orrin G. Hatch (Utah)	224-5251
524 SHOB	Dan Quayle (Ind.)	224-5623
303 SHOB	Lowell P. Weicker (Conn.)	224-4041
218 SROB	Strom Thurmond (S.C.)	224-5972

Abbreviations: SDOB - Senate Dirksen Office Building
SROB - Senate Russell Office Building
SHOB - Senate Hart Office Building

Zip code for the Senate: 20510
Area code for the Senate: 202
Main Capitol switchboard number: 224-3121
Committee number: 224-2962

*New member.

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Figure 2

Organizational Chart

Office of Special Education and Rehabilitative Services

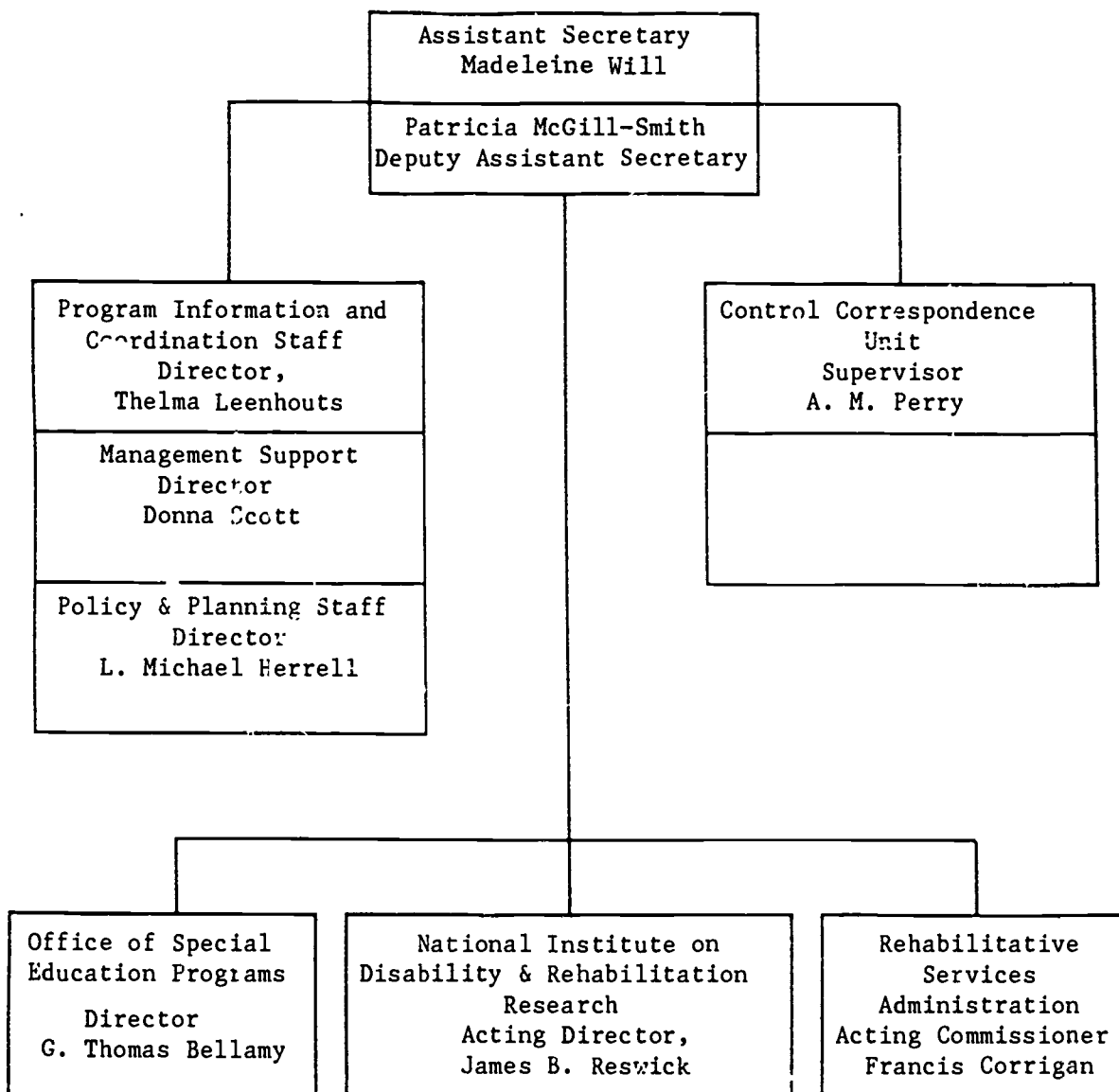


Figure 3
Office of Special Education Programs
 400 Maryland Avenue, S.W., Switzer Bldg. 3511-2313, Washington, D.C. 20202

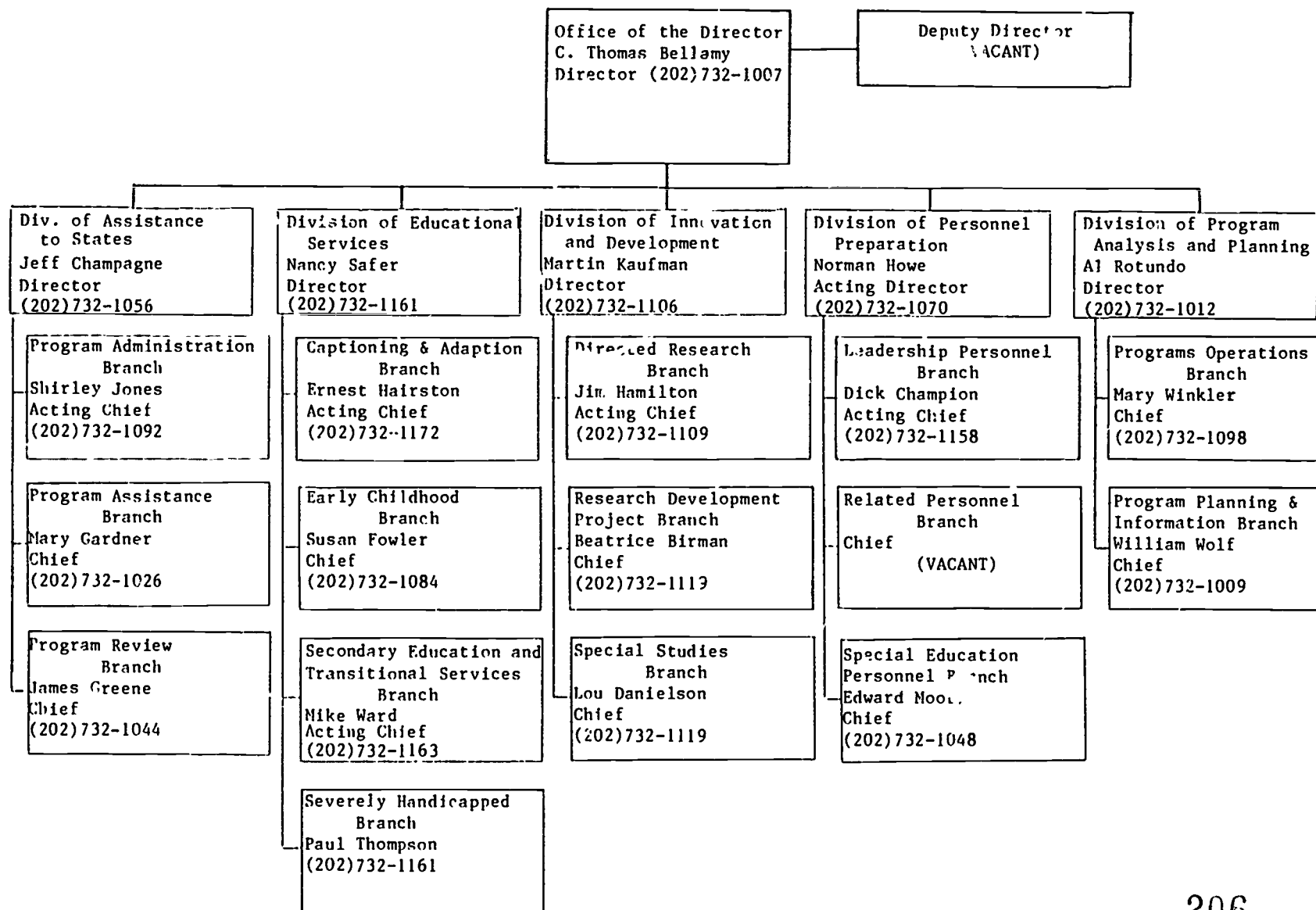


Figure 4

OSEP Program Information

Education of Handicapped Act Reference No.	U.S. Code Reference No.	Catalogue of Federal Domestic Assistance Reference No. 1988	Program Title	Division	Contact Person
Part Section	Section				
A/607	304	84.155	Removal Archi- tectural Barriers	DAS	Sandy Brotman 732-1031
B	300	84.027	Assistance to States	DAS	Jeff Champagne 732-1056
B/618	327	84.159	Special Studies	DID	Lou Danielson 732-1119
B/619	301	84.178	Preschool Grants	DES	Nancy Treusch 732-1097
C/621	305	84.028	Regional Resource Ctrs	DAS	Mary Gardner 732-1026
C/622	307	84.025	Deaf-Blind Centers and Services	DES	Charles Freeman 732-1165
C/623	309	84.024	Early Ed Programs	DES	Susan Fowler 732-1084
C/624	315	84.086	Severely Handi- capped Programs	DES	Paul Thompson 732-1161
C/625	338	84.078	Postsecondary Ed	DES	Joe Rosenstein 732-1176
C/626	326	84.158	Secondary & Transition	DES	Mike Ward 732-1163
D/631	318	84.029	Special Education Personnel Preparation	DPP	Ed Moore 732-1048
D/631	316 318	84.029	Training Related Personnel & Parents	DPP	Norm Howe 732-1080
D/632	319	84.029	Personnel Training- SEAs and IHEs	DPP	Frank King 732-1086
D/633	320	84.030	Clearinghouses	DES	Helene Corradino 732-1167
			Recruitment & Info	DPP	Angele Thomas 732-1100

Figure 4 (continued)

Education of Handicapped Act Reference No.	U.S. Code Reference No.	Catalogue of Federal Domestic Assistance Reference No. 1988	Program Title	Division	Contact Person
Part Section	Section				
E/641-644	324	84.023	Research & DEMOs	DID	Jim Hamilton 732-1110
F/651-653	330 331 332	84.026	Media Services, Research & Captioned Films	DES	Ernest Hairston 732-1172
G/661-662	333	84.180	Technology & Materials	DID	Judy Fein 732-1116
				DES	Ernest Hairston 732-1172
H	303	84.024	Infants & Toddlers	DES	Maryann McDermott 732-4278
N/A	302	84.009	State Operated Programs Chapter 1	DAS	Bill Tyrrell 732-1025
N/A	322	84.029	Teacher Training- Areas of Shortage	DPP	Doris Sutherland 732-1074

The Council for Exceptional Children
1920 Association Drive
Reston, Virginia 22091
(703) 620-3660

HEADQUARTERS STAFF

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Susan Gorin, Assistant Executive Director, Department of Member and
Unit Services

Edward E. Gickling, Assistant Executive Director, Department of
Professional Development

Bruce A. Ramirez, Special Assistant for Ethnic and Multicultural Concerns

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Mississauga, Ontario, Canada L4Z1H8
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K. Wayne Tompkins, Director, Canadian CEC Office

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Indiana Special Education
Administrators' Services Director
Department of Special Education
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LaDelle Olion
Assistant Dean for Research,
Planning, and Budgetary Affairs
School of Education and Human
Development
Fayetteville State University
Fayetteville, NC 28301

Governor at Large
Office: 919/486-1586

Divisions of The Council for Exceptional Children

Within the structure of The Council for Exceptional Children (CEC), are 14 membership divisions. These special organizations concentrate on a particular exceptionality or unique aspect of special education. Divisions publish journals, newsletters, special publications and hold conferences and workshops. Only CEC members are eligible for membership.

Council of Administrators of Special Education (CASE)

1987-88 Officers

President: Robert Van Dyke	Membership Chair: Ken Bird
President Elect: Jasper W. Harris	Subdivision Chair: Ellen Bryant
Past President: J. Howard Hinesley	Publications Chair: Virginia Dixon
Secretary: George Holt	Executive Director & Newsletter Editor: David Greenburg
Treasurer: Jack Freehill	Research: Leonard Burrello
Board of Governors Representative: Gerald Reynaud	Canadian Representative: Barry Lee
Governmental Relations Chair: Joyce Barnes	Professional Development: William E. Johnson

Purpose of the Division

The Council of Administrators of Special Education is organized to promote professional leadership, to provide opportunity for study of problems common to its members, and to communicate through discussion and publications, information that will develop improved services for exceptional children.

Programs and Activities in 1987-88

CASE again sponsored an institute series with 1988 CASE Institutes on Local Special Education Program Evaluation in Chandler, Arizona, and

Tampa, Florida. For the first time, the division is cosponsoring a conference with Capitol Publications on June 27-28. "Putti' 3 Theory into Practice: Effective Strategies for Serving Students Who Are Severely Handicapped in the Least Restrictive Environment" will feature individuals known to the field through publications, roles in affecting public policy, and local practice.

Specifically, CASE represented local special education administrators on a task force to review the OSEP state monitoring process and on a working group on implementing the "regular education initiative."

Significant Accomplishments in Division's Field 1987-88

With CEC, the National Association of Private Schools for Exceptional Children (NAPSEC), and the National Association of State Directors of Special Education (NASDSE), CASE has instituted development of a document concerning the public and private school relationship in providing handicapped students with a free and appropriate public education in the least restrictive environment. The endeavor is a result of the earlier CEC/NAPSEC task force. Each of the participating organizations is expected to endorse the document, which focuses on positive relationships and responsibilities.

Periodical Publications, 1987-88

The division publishes two periodicals, CASE in Point and the CASE Newsletter for distribution to members of the division and other agencies and organizations with interests common to those of the CASE membership. CASE in Point contains articles pertinent to the development, improvement, and conduct of special education and related services and is published three times each year in the fall, winter, and spring. The CASE Newsletter contains division and legislative or regulatory information and other announcements and is published five times each year in September, November, January, March, and May. Copies of CASE in Point and of the CASE Newsletter are available from the CASE office.

Other Publications, 1987-88

1. Reflections on an Adversarial Process: The Confessions of a Special Education Hearing Officer by Donald M. Saken
2. Measuring Student Progress: Concepts and Emerging Practices by James E. Siantz and Leonard C. Burrello

Commissioned Paper Series:

1. "Conducting a Follow-up Study" by Susan Brody Hasazi, Marc Hull, and Lawrence Gordon

2. "Special Education Program Evaluation: An Overview" by John A. McLaughlin
3. "Quantitative vs. Qualitative Approaches to Quality Special Education Program Evaluation" by Les Harvath, Edith Beatty, and Ken Olsen

All are available from the CASE Research Committee, Education Building, Room 241, Indiana University, Bloomington, IN 47405.

Position Papers, 1987-88

CASE Information Dissemination Packets:

1. Local Interagency Councils for Preschool Handicapped Programs: An Effective Strategy to Implement the Mandate by Janet L. Morgan and William W. Swan.
2. Time Management for Educational Leaders by William W. Swan.

Information packets are available from: CASE Research Committee, Education Building, Room 241, Indiana University, Bloomington, IN 47405.

Goals and Special Projects for 1988-89

Planning for three special CASE division projects during the next year are currently underway. A fall conference cosponsored with Capitol Publications will address evaluating educational programs. Arrangements are underway for two 1989 CASE institutes on conflict resolution.

Officers, 1988-89

President:	Jasper W. Harris, Kansas City Public Schools, Missouri
President Elect:	Gerald Reynaud, Park Hill School District, Kansas City, Missouri
Past President:	Robert Van Dyke, South Metropolitan Association, Flossmoor, Illinois
Secretary:	George Holt, Gunnison, Colorado
Treasurer:	Jack Freehill, Appleton Area School District, Wisconsin
Board of Governors Representative:	Jack Collopy, Hamilton County Board of Education, Cincinnati, Ohio
Governmental Relations Chair:	Joyce Barnes, Granite School District, Salt Lake City, Utah

Publications Chair: and Journal Editor:	Virginia Dixon, San Bernardino County Schools, California
Subdivision Representative:	Joel Collopy, Santa Rosa County Schools, Milton, Florida
Executive Staff:	Jo Thomason, Albuquerque, New Mexico
Canadian Representative:	Barry Lee, Scarborough Board of Education, Ontario

Council for Children with Behavioral Disorders (CCBD)

1987-88 Officers

President: Steve Forness	Membership Chair: Lyndal Bullock
President Elect: Lewis Polsgrove	Journal Editor: Frank Wood
Vice President: Robert Rutherford	Newsletter Editor: Cynthia Warger
Secretary: Jon Rosell	Publications Chair: Mike Nelson
Treasurer: Nancy George	Members-at-Large: Tom Reilly (General) Barbara Harris (Minority) Tesa Bunson (Student)
Board of Governors Representative: Eleanor Guetzloe	Nomination/Elections Chair: Jack Schroeder
Governmental Relations Chair: Reece Peterson	

Purpose of the Division

Support development of exemplary services for children and adolescents with behavioral (or emotional) disorders; Establish communication among professionals (and parents) of such youngsters in local, state, and university programs; Promote teacher recruitment, training programs, and research for such youngsters; Support legislation for services; and Stimulate exchange of ideas among professionals concerned with behavioral or emotional disorders.

Programs and Activities in 1987-88

1. Cosponsored Annual TECBD Conference on Severe Behavioral Disorders of Children and Youth in Tempe, Arizona (November, 1987).
2. Cosponsored National Conference on Transitional Services for Troubled Youth in Lexington, Kentucky (May, 1988).
3. Participated in National Mental Health and Special Education Coalition (composed of 16 mental health and education associations which met four times this past year in the Washington, D.C. area to plan policy statements and advocacy plans for reauthorization of EHA, changes in SED terminology and definition, and related matters).
4. Awarded the first Biennial CCBBD Professional Practice Award (to Barbara Braaten of Minneapolis Public Schools) and awarded annual Carl Fenichel Memorial Lectureship Award (to Jacqueline Hawkins, University of Houston; Michael Brady, Faculty Advisor).
5. Commissioned List of CCDB Expert Witnesses (to be available to testify regarding legislation, court cases, etc., on behalf of children or youth with behavioral or emotional disorders).
6. Completed a Survey of Student CCBBD Members' Interests.
7. Developed "CCBD Research Agenda" for CEC Division on Research.

Significant Accomplishments in Division's Field 1987-88

1. Supreme Court Case "Honig vs Doe" (Amicus brief filed by Disability Rights Education and Defense Foundation in consultation with CCBBD) upheld illegality of school suspension for behaviors related to a child's handicap (i.e., behavioral disorders) without formal change in child's IEP or due process, under EHA provisions.
2. Three members of CCBBD were coauthors on three of the four "position briefs" prepared by the National Mental Health and Special Education Coalition, which will serve as the basis for its legislative agenda for the next few years. (Identification: Steve Forness; Teacher Training: Kathy Zantal-Wiener; and Research: Peter Leone.)
3. U.S. Department of Education funded two major national research projects in behavioral disorders at University of Virginia (Jim Kauffman, P.I.) and Northern Illinois University (Mike Epstein, P.I.).

Periodical Publications, 1987-88

Journal: Behavioral Disorders, Volume 13 (numbers 1 through 4), Frank Wood, Editor. Available by subscription from CEC Headquarters.

Newsletter: CCBD Newsletter (issued four times annually with CCBBD membership), Cynthia Warger, Editor.

Other Publications, 1987-88

Bases of Severe Behavioral Disorders of Children and Youth by R. B. Rutherford, C. M. Nelson, and S. R. Forness. 1986, College-Hill Division of Little Brown (Tenth Anniversary issue of this CCBD Monograph available from Little-Brown through toll-free number 800/343-9204, price \$34.50).

Position Papers, 1987-88

1. Best Educational Practice and Assessment for Students with Behavioral Disorders: Accommodation to Cultural Diversity and Other Individual Differences by George Sugai.
2. Behavior Reduction Techniques for Children and Youth with Behavioral Disorders: Analysis of Issues and Recommendations for Professional Practice by Rich Simpson and Lewis Polsgrove.
3. School Discipline and Behaviorally Disordered Students by Reece Peterson and Sharon Huntze.
4. CCBD's Position Statement on the Regular Education Initiatives by Jim Kauffman and Sheldon Braaten.

Note that each of the above four papers has been approved for CCBD distribution but will be considered formally "issued" only when final publication appears in Behavioral Disorders. Copies of the above papers are currently available from Dr. Reece Peterson, Department of Special Education, 202 Barkeley Center, University of Nebraska, Lincoln, NE 68583.

Goals and Special Projects for 1988-89

Goals:

1. To study and improve the working conditions of teachers.
2. To define CCBD's response to proposals to revise the relationship between regular and special education.
3. To establish an information system for informing professionals of the findings of recent research and encouraging the application of those findings into practice.

Projects:

1. Draft Position Papers on Program Effectiveness Indicators, Teacher Certification, and Early Childhood.
2. Draft "white paper" on History of CCBD.
3. Study feasibility of permanent Canadian Member-at-Large (have currently appointed an ad-hoc Canadian member-at-large to draft changes to Constitution and By-Laws for this purpose).

4. Cosponsor National Adolescent Conference "Programming for the Developmental Needs of Adolescents with Behavioral Disorders .V," Chicago, September 22-24, 1988; and Annual TECBD Severe Behavior Disorders Conference, Tempe, Arizona, November 17-19, 1988.
5. Plan National Joint CEC-CCBD Topical Conference in North Carolina, September 1989.
6. Present first biennial CCBD Leadership Award.

Officers, 1988-89

President:	Lewis Polsgrove, Indiana University, Bloomington
President Elect:	Robert Rutherford, Arizona State University, Tempe
Vice President:	James Kauffman, University of Virginia, Charlottesville
Secretary:	Jon Rosell, Leavenworth County Special Education Cooperative, Leavenworth, Kansas
Treasurer:	Michael George, University of Oregon, Eugene
Board of Governors Representative:	Carl Smith, Buena Vista College, Storm Lake, Iowa
Governmental Relations Chair:	Reece Peterson, University of Nebraska, Lincoln
Journal Editor:	Frank Wood, University of Minnesota, Minneapolis
Newsletter Editor:	Cynthia Warger, National Association for Curriculum and Supervision, Alexandria, Virginia

Division for Research (CEC-DR)

1987-88 Officers

President: Sidney R. Miller	Board of Governors Representative: Michael Hardman
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President Elect:
Dennis E. Mithaug

Governmental Relations Chair:
Dennis Mithaug

Secretary:
Susan S. Osborne

Membership Chair:
Les Sternberg

Treasurer:
Marjorie Montague

Newsletter Editor:
Don McKinney

Purpose of the Division

The promotion and support of research in the field of special education. Further, the division is promoting the translation and application of research findings into programs and services for handicapped individuals.

Programs and Activities in 1987-88

1. Development of a membership directory.
2. Research review of transition programs in the field.
3. Analysis of current division perspectives of CEC Divisions on the REI initiative.
4. Development of division monograph.

Periodical Publications, 1987-88

Quarterly newsletter (CEC-DR newsletter).

Goals and Special Projects for 1988-89

1. Establish a research program at CEC national convention for the division.
2. Publish the membership directory.
3. Publish a monograph.
4. Recognize outstanding researcher(s) in the field of special education.

Officers, 1988-89

President:

Sidney R. Miller, Southern Illinois
University at Carbondale, Illinois

President Elect and
Pan Coordinator:

Dennis E. Mithaug, University of
Colorado, Colorado Springs

Secretary:	Susan S. Osborne, The University of North Carolina, Chapel Hill
Treasurer:	Marjorie Montague, University of Miami, Coral Gables, Florida
Board of Governors Representative:	Michael Hardman, University of Utah, Salt Lake City
Membership Chair:	Les Sternberg, Florida Atlantic University, Boca Raton
Newsletter Editor:	Don McKinney, The University of North Carolina, Chapel Hill

Division on Mental Retardation (CEC-MR)

President: Edward Polloway	Governmental Relations Chair: Edward Polloway Offa Lou Jenkins
President Elect: Larry Sargent	Membership Chair: Gloria Smith
Vice President: Scott Sparks	Journal Editor: Stan Zucker
Secretary: Roberta Weaver	Newsletter Editor: Linda Mandlebaum
Treasurer: Jim Patton	Executive Secretary: John Kidd
Board of Governors Representative: Pamela Gillet	

Purpose of the Division

As stated in its constitution, the purposes are: "To advance the education and general welfare of individuals with mental retardation, research in the education of persons with mental retardation, competency of educators engaged in this field, public understanding of mental retardation, and legislation needed to help accomplish these goals.... (and to) encourage and promote professional growth, research, and dissemination of research findings."

Programs and Activities in 1987-88

1. Celebrated Silver Anniversary of the Division.
2. Planned and implemented an international conference entitled "Mental Retardation: Emerging Challenges for the Future" in Honolulu, Hawaii.
3. Sponsored Silver Anniversary Luncheon at the CEC convention in Washington, D.C.

Periodical Publications, 1987-88

Journal: Education and Training in Mental Retardation (quarterly journal), Stanley Zucker, Editor, available from CEC.

Newsletter: CEC-MReport, the Division's newsletter, was published twice during 1987-88, Linda Mandlebaum, Editor.

Goals and Special Projects for 1988-89

1. To publish the proceedings of the Honolulu conference.
2. To plan the mid-year meeting for Wintergreen, Virginia in October.
3. To explore alternative ideas to manuscripts to be published as monographs by the Division.
4. To begin planning for the Division's second conference, tentatively scheduled for Iowa in the fall of 1989.
5. To continue to enhance the development of the Division's newsletter.
6. To promote international memberships.
7. To become more active in the areas of research, legislation, liaison with other organizations, and the addressing of critical issues.

Officers, 1988-89

President:	Larry Sargent, Smouse School, DeMoines, Iowa
President Elect:	Scott Sparks, Ohio University, New Marshfield
Vice President:	Linda Mandlebaum, Bowling Green State University, Ohio
Secretary:	Roberta Weaver, University of Dayton, Ohio

Treasurer:	Darlene Perner, Department of Education, Fredericton, New Brunswick, Canada
Board of Governors Representative:	Pamela Gillet, Special School Coopera- tive, Palatine, Illinois
Governmental Relations Chair:	Linda Mandlebaum, Bowling Green State University, Ohio
Journal Editor:	Stan Zucker, Arizona State University, Tempe
Newsletter Editor:	William Berdine, University of Kentucky, Lexington
Executive Secretary:	John W. Kidd, Springfield, Missouri

Council for Educational Diagnostic Services (CEDS)

1987-88 Officers

President: Frederica Blausten	Governmental Relations Chair: Carol C. Johnson
President Elect: Charles L. Nicholson	Membership Chair: G. Frank Elrod
Vice President: Barbara Russell	Subdivision Chair: Don Bartels
Secretary: Maurice Miller	Journal Editor: Ron Eaves
Treasurer: Lamoine Miller	Newsletter Editor: William A. Horn
Board of Governors Representative: James Poteet	Constitution/By Laws: Trudy Erwin

Purpose of the Division:

To promote the most appropriate education of children and youth through appraisal, diagnosis, educational intervention, implementation, and continuous evaluation of a prescribed educational program.

To facilitate the integration of services offered by educational diagnosticians, psychologists, social workers, physicians, and/or other disciplines.

To work for more adequate programs of recruitment, education, and certification of personnel involved in diagnostic and prescriptive programs for children and youth.

To promote research that encourages the evolvement of more efficient diagnostic instruments, practices, and techniques which will lead to a better understanding of the relationship between educational needs and educational practices.

Periodical Publications, 1987-88

Journal: Diagnostique, four times per year, Ron Eaves, Editor.

Newsletter: Four times per year, William A. Horn, Editor.

Officers, 1988-89

President:	Charles L. Nicholson, North Carolina Central University, Durham
President Elect:	Barbara Russell, Morehead State University, Kentucky
Vice President:	Sonja Clary, National College of Education, Evanston, Illinois
Secretary:	Maurice Miller, Indiana State University, Terre Haute
Treasurer:	Nelda Slate, New Mexico University, Las Cruces
Board of Governors Representative:	William A. Horn, Ozark, Alabama
Governmental Relations Chair:	Carol C. Johnson, Washington, D.C.
Journal Editor:	Ron Eaves, Auburn University, Alabama
Newsletter Editor:	Polly Thomas, Louisiana Department of Public Instruction, Baton Rouge

Division for Children with Communication Disorders (DCCD)

1987-88 Officers

President:
Lee K. Snyder-McLean

Board of Governors Representative:
Katharine G. Butler

President Elect:
John E. Bernthal

Governmental Relations Chair:
Thomas J. O'Toole

Vice President:
Julie Reichman

Membership Chair:
Richard Nowell

Secretary:
Betty R. Schultze

Journal Editor:
Brian Shulman

Treasurer:
Robert R. Shearer

Newsletter Editor:
Lee K. Snyder-McLean

Purpose of the Division

The Division for Children with Communication Disorders (DCCD) is an interdisciplinary organization. DCCD is an international organization dedicated to:

1. Improving the education and welfare of communicatively handicapped students through integration of the multidisciplinary efforts currently directed toward the varied problems exhibited by these children.
2. Disseminating information and encouragement of research and training.
3. Cooperating with other agencies and organizations.

Programs and Activities in 1987-88

1. Sponsored sessions on language learning disabilities, hearing impairment, augmentative and nonverbal communication for the severely handicapped, speech therapy and language intervention for preschool children at CEC annual convention.
2. Published special issue of JCCD which focused on consultant model for delivery of speech-language services in the schools.

Significant Accomplishments in Division's Field 1987-88

1. P.L. 99-457.
2. Report of the Special Commission on the Deaf.

3. "REI" initiative and organized response to same by professional associations including the NJCLD.
4. Consideration by Congress of establishment of new Institute on Communication Disorders within NIH.
5. Selection of deaf president of Gallaudet University.

Periodical Publications, 1987-88

Journal: Journal of Childhood Communication Disorders, two times per year, Brian B. Shulman, Editor.

Newsletter: DCCD Newsletter, two times per year, Chad Nye, Editor.

Both are available from CEC.

Position Papers, 1987-88

As a member organization of the National Joint Committee on Learning Disabilities, the Division participated in development of the position paper: "Issues in Learning Disabilities: Assessment and Diagnosis," to be published in the Journal of Learning Disabilities.

Goals and Special Projects for 1988-89

1. Improve services to DCCD members through continued development of the DCCD publications program, convention and symposium activities, liaison with other organizations, committee work, counselor activity, and political action.
2. Increase the image, size, visibility, and influence of DCCD.
3. Implement recently developed Board recommendations for restructuring the Division to recognize four major areas of focus: (a) Communication Delays and Disorders in Children with Hearing Impairments; (b) Communication Delays and Disorders in Infants, Toddlers, and Preschool Children; (c) Speech and Language/Learning Disabilities in Children; and (d) Communication Disorders in Children with Severe/Multiple Handicaps.
4. Improve the financial standing of the Division.

Officers, 1988-89

President: John E. Bernthal, University of Nebraska, Lincoln

President Elect: Julie Reichman, University of Arizona, Tucson

Vice President:	Lynn Hatfield, Victoria County Board of Education, Lindsay, Ontario
Secretary:	Betty R. Schultze, Harris-Stowe State College, St. Louis, Missouri
Treasurer:	Arthur H. Schwartz, Cleveland State University, Ohio
Board of Governors Representative:	Katharine G. Butler, Syracuse University, New York
Governmental Relations Chair:	Thomas J. O'Toole, Gaithersburg, Maryland
Journal Editor:	Brian Shulman, University of South Alabama, Mobile
Newsletter Editor:	Chad Nye, Northern Arizona University, Flagstaff

Division on Career Development (DCD)

1987-88 Officers

President: Sharon Field	Membership Chair: June Robinson
President Elect: Jane Razeghi	Subdivision Chair: Barbara Day
Vice President: Gary Meers	Journal Editor: Paul Retish
Past President: M. Leroy Reynolds	Newsletter Editor: Kathleen Gruenhagen
Secretary: Deborah Taylor	Canadian Representative: Bruce Barnes
Treasurer: Pat Sitlington	Eastern Representative: Dianne Berkelly
Board of Governors Representative: Merry Maitre	Western Representation: Fred Bieck

Governmental Relations Chair:
Larry Masat

Student Representative:
Beth Johnson

Historian:
Joann Balmer

Purpose of the Division

The primary purpose of this organization is to promote the career development of exceptional children, youth, and adults in order to bring about effective programs of career awareness, exploration, preparation, and assimilation for exceptional individuals from early childhood through adulthood.

Programs and Activities in 1987-88

1. Held the Fourth International Conference on Career Development, October 8-10, 1987, Nashville, Tennessee.
2. Conducted a leadership training session for DCD state subdivision officers in conjunction with the CEC annual convention in Washington, D.C.
3. Hosted a student breakfast at the CEC annual convention in Washington, D.C.
4. Developed a position paper on Special Education's Responsibility to Adults with Disabilities, and, in cooperation with The Association for the Gifted, developed a paper on Career Development for Gifted and Talented Youth.
5. Presented the Marc Gold Award to the Supported Work Program of Greenville County, South Carolina.

Significant Accomplishments in Division's Field 1987-88

1. The continuation of a strong emphasis on the transition of handicapped youth from school to work by federal, state, and local education agencies.
2. Initial work was begun on the authorization of the Carl Perkins Act.
3. Publication of the DCD position statement on transition.

Periodical Publications, 1987-88

Journal: Career Development for Exceptional Individuals, published twice yearly in the spring and fall, Paul Retish, Editor. Available from CEC headquarters.

Newsletter: DCD News, published four times a year in September, December, March, and June, Kathleen Gruenhagen, Editor. Available from Editor, P.O. Box 1573, Toccoa, GA 30577.

Other Publications, 1987-88

The Transition of Youth with Disabilities to Adult Life: A Position Statement. Available from 1987-88 Publications Chair Laura Mohr, P.O. Box 981, Easley, SC 29641.

Position Papers, 1987-88

1. Position statement on Career Development by C. J. Kokaska.
2. DCD position paper on Career/Vocational Assessment by P. L. Sitlington, D. E. Brolin, G. M. Clark, and J. M. Vacanti.
3. The Transition of Youth with Disabilities to Adult Life: A position statement of the Division on Career Development by J. Razeghi, C. Kokaska, K. Gruenhagen, and G. Fair.
4. Position paper on Special Education's Responsibility to Adults with Handicaps by D. E. Brolin, M. L. Reynolds, I. D. Cook, M. Maitre, N. Haring, and K. Gruenhagen.

Goals and Special Projects for 1988-89

1. To assist federal, state, and local education agencies in developing and implementing a plan which enables students of all disabilities (mild to severe) to not just become "prepared for employment," but which also ensures that students
 - o Will experience either a variety of "employment" situations and/or a final placement prior to their formal exit from the school system-- or
 - o Ensures that an age appropriate "follow-up" service is made available to provide the necessary skills and experiences.
2. To encourage federal, state, and local legislation which:
 - o Will ensure that age appropriate adult services, such as supported employment opportunities, employment skills, and/or independent living skills are available for students who exit the public school system; as well as,
 - o Will continue in the reauthorization of the vocational educational act, to provide the setasides, services, and beneficial language for handicapped students that presently exists in the Carl D. Perkins Vocational Education Act.

3. To support the DCD Regional Conference on Career Development in Greenbriar, West Virginia, November 3, 4, and 5, 1988.
4. To increase the number of DCD state and Canadian unit subdivisions, as well as provide them with support and assistance.
5. To increase student involvement in DCD.
6. To strengthen relationships with other CEC divisions, other key national organizations, and increase DCD's international activities and membership.

Officers, 1988-89

President:	Jane Razeghi, Fairfax County Public Schools, Virginia
President Elect:	Gary Meers, University of Nebraska-Lincoln, Lincoln
Vice President:	Pat Sitlington, Iowa Department of Education, Des Moines
Secretary:	Deborah Taylor, Loess Hills Area Education Agency 13, Glenwood, Iowa
Treasurer:	Rebecca Jackson, JobCenter, Inc., Louisville, Kentucky
Board of Governors Representative:	June Robinson, National Archives, Washington, D.C.
Governmental Relations Chair:	Larry Masat, Graydon Manor, Leesburg, Virginia
Journal Editor:	Bruno D'Alonzo, Louisiana Tech University, Ruston
Newsletter Editor:	Kathleen Gruenhagen, North Georgia State College, Toccoa

Division for Early Childhood (DEC)

1987-88 Officers

President: Corinne W. Garland	Journal Editor: Merle Karnes
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President Elect:
Carl J. Dunst

Newsletter Editor:
Jeanette McCollum

Vice President:
Crystal Kaiser

Conference Chair:
Barbara J. Smith

Secretary:
Peggy Stephens

Marketing and Subscription:
Mary McLean

Treasurer:
Gordon Williamson

PAN Coordinator:
Debbie Ziegler

Board of Governors
Representative:
Katie McCarten

Subdivision Chair:
Rosemary Miller

Governmental Relations Chair:
Barbara J. Smith

Research:
Samuel L. Odom

Membership Chair:
Paula Beckman

Student Representatives:
Mary-Alayne Hughes
Patti McKenna

Purpose of the Division

DEC promotes services, including special education, for young children with special needs, and their families, and offers professional development to its members to keep them informed about recent research findings and current information in early childhood. DEC provides members with a quarterly newsletter, with a journal three times a year, and sponsors an annual national conference.

Programs and Activities in 1987-88

1. Sponsored 4th National Early Childhood Conference (November 1987) in Denver, Colorado.
2. Journal publication (4).
3. Newsletter publication (4).
4. Book publication in collaboration with CEC (2).
5. Input on P.L. 99-457 regulations in collaboration with CEC Governmental Relations staff.

Significant Accomplishments in Division's Field 1987-88

1. P.L. 99-457 regulations published and DEC comments made.
2. Federal legislation proposed on a national child care act; DEC monitored its development.

3. DEC monitored federal funding for early childhood.

Periodical Publications, 1987-88

Journal: Journal of the Division for Early Childhood, four times per year, Merle Karnes, Editor. The Interstate Printers and Publishers, Jackson at Van Buren, Danville, IL 61832.

Newsletter: The Communicator, four times per year, Jeanette McCollum, Editor. University of Illinois at Urbana-Champaign, Department of Special Education, 1310 South 6th Street, Champaign, IL 61820.

Other Publications, 1987-88

Early Intervention for Infants and Children with Handicaps: An Empirical Base, Samuel L. Odom and Merle B. Karnes, Editors. Paul H. Brookes Publishing Co., Baltimore, MD, 1988.

Early Childhood Special Education: Birth to Three, June B. Jordan, James J. Gallagher, Patricia L. Hutinger, and Merle B. Karnes, Editors, 1988. Available from CEC.

Two white papers were published by the Division to assist the field in the implementation of P.L. 99-457:

1. Case Management by Garland, Woodruff, and Buck.
2. Least Restrictive Environment and Social Integration by Odom and McLean.

A third, dealing with eligibility criteria (Ziegler) is in progress. These are available in single copies from CEC. Copying is encouraged.

Goals and Special Projects for 1988-89

1. National Early Childhood Conference, Opryland, Tennessee, November 12-14, 1988.
2. Continued development of "white papers" addressing issues critical to implementation of P.L. 99-457.
3. Continued exploration of role of families in Division activity.

Officers, 1988-89

President: Carl J. Dunst, Western Carolina Center,
Morganton, North Carolina

President Elect: Crystal Kaiser, East Tennessee
University, Johnson City

Vice President:	George Jesien, Cooperative Educational Service Agency 12, Portage, Wisconsin
Secretary:	Peggy Stephens, Child Development Center of the Blue Grass, Lexington, Kentucky
Treasurer:	Christine Salisbury, State University of New York (SUNY), Binghamton
Board of Governors Representative:	Katie McCarten, Iowa State University, Ames
Governmental Relations Chair:	Debbie Ziegler, Delaware Early Childhood Diagnostic and Intervention Center, Harrington
Journal Editor:	Samuel L. Odom, Peabody College of Vanderbilt University, Nashville, Tennessee
Newsletter Editor:	Joanette McCollum, University of Illinois at Urbana-Champaign, Champaign

The Division for Learning Disabilities (DLD)

1987-88 Officers

President: Sharon Vaughn	Governmental Relations Chair: Katherine "Ninia" Smith
President Elect: Jeanette Fleischer	Membership Chair: Virginia Kennedy
Vice President: Robert Abbott	Journal Editor: <u>LDR</u> - Kenneth A. Kavale <u>LDF</u> - Susan A. Vogel
Secretary: Mary Jean Burkhardt	Newsletter Editor: Kate Garnett
Treasurer: Judith Margolis	Publications: Candace Bos
Board of Governors Representative: Sr. Marie Grant	Research: G. Reid Lyon

Purpose of the Division

1. To promote the education and general welfare of persons with learning disabilities.
2. To provide a forum for discussion of issues facing the field of learning disabilities.
3. To encourage interaction among the many disciplinary groups whose research and service efforts impact the learning disabled.

Periodical Publications, 1987-88

Journal: Learning Disability Focus, twice each year, Susan A. Vogel, Editor.

Journal: Learning Disability Research, twice each year, Kenneth A. Kavale, Editor.

Newsletter: DLD Times, three times each year, Kate Garnett, Editor.

Other Publications, 1987-88

Research in Learning Disabilities: Issues and Future Directions, Sharon Vaughn and Candace Bos, Editors. College Hill Press, 1987, 277 pages.

Goals and Special Projects for 1988-89

1. Intervention Symposium in November, 1988, Purdue University.
2. Publish a book from the intervention symposium.
3. Conduct a systematic evaluation of DLD journals and newsletter.

Officers, 1988-89

President:	Jeanette Fleischner, Columbia University, New York
President Elect:	Robert Abbott, Waukegan, Illinois
Vice President:	Cathy Barlow, Bartlesville, Oklahoma
Secretary:	Marilyn Prehm, Falls Church, Virginia
Treasurer:	Judith Margolis, Beverly Hills, California
Board of Governors Representative:	Sr. Marie Grant, Rosary College, River Forest, Illinois

Governmental Relations Chair:	Mary Burke, Overland Park, Kansas
Membership Chair:	Virginia Kennedy, Pasadena, California
Journal Editor:	<u>LDR</u> - Kenneth A. Kavale, University of Iowa, Iowa City <u>LDF</u> - Susan A. Vogel, National Institute of Dyslexia, Chevy Chase Maryland
Newsletter Editor:	Kate Garnett, Hunter College, New York, New York
Publications Chair:	Candace Bos, University of Tucson, Arizona
Research Chair:	G. Reid Lyon, Underhill Center, Vermont

Division for Physically Handicapped (DPH)

1987-88 Officers

President: Michael Weinroth	Governmental Relations Chair: Inez Lattimore
President Elect: John Venn	Membership Chair: Phyllis Ollie
Vice President: Phyllis Ollie	Journal Editor: Peter Kopriva
Secretary: Richard Brady	Newsletter Editor: Sherry Best
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Purpose of the Division

1. Quality education for all individuals with physical disabilities.
2. A close professional relationship among personnel involved in educational programs for children and youth who are physically handicapped and who may or may not have other handicapping conditions.

3. An avenue of communication through a Journal and Newsletter.
4. Appropriate programs of teacher recruitment, education, and certification.
5. Professional standards.
6. Effective legislation.
7. CEC as set forth in the constitution and bylaws of that organization.

Programs and Activities in 1987-88

1. DPH hosted 20 program sessions for educators of the physically handicapped during the annual CEC International Convention.
2. At the Washington, D.C. convention, over 60 members and colleagues attended the 5th annual DPH Breakfast. Dr. Sara Conlon, United States Department of Education, was guest speaker.
3. Plans were finalized for a second DPH symposium to be held during the Canadian Council for Exceptional Children Congress, October 13-16, 1988, Vancouver, British Columbia.

Periodical Publications, 1987-88

Journal: DPH Journal, four times per year, Peter Kopriva, Editor.

Newsletter: DPH Newsletter, Sharry Best, Editor.

Both available from CEC.

Other Publications, 1987-88

Education of Physically Handicapped and Health Impaired Individuals: A Declaration of Intent, Frances Connor, Jane Scandary, and Deborah Tullock. Available from CEC.

Goals and Special Projects for 1988-89

DPH is hosting a Symposium on Physical Disabilities in Vancouver, British Columbia, October 13-15, 1988. A similar symposia, which is directed to new field-based professionals in the physical handicapped area, is scheduled for Colorado in 1990.

Officers, 1988-89

President:	John Venn, University of North Florida, Jacksonville
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Division for the Visually Handicapped (DVH)

1987-88 Officers

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Purpose of the Division

1. To advance the education of children and youth with visual handicaps that impede educational progress.
2. To facilitate an understanding of the physical, cognitive, social, and emotional needs of visually handicapped children and youth.
3. To promote professional growth through research and subsequent dissemination activities such as conferences, symposia, and publications sponsored by DVH with CEC and the other Divisions of CEC.
4. To investigate new instructional strategies or techniques and to disseminate findings to the field.
5. To serve as advocates on behalf of visually handicapped children and youth.
6. To develop standards and guidelines for professional programs.
7. To inform membership on current issues related to legislation and congressional appropriations.

Periodical Publications, 1987-88

Newsletter: The DVH Quarterly, Sharon Speaks-Seeling, Editor, 1013 W. 104th Street, Bloomington, MN 55431.

Goals and Special Projects for 1988-89

1. The DVH Quarterly presents current developments and practices in the field, political action updates, conferences and meeting dates, and news of DVH activities. The Division will investigate options for reformatting this quarterly publication to allow expansion of its content.
2. The Division will also explore ideas for joint symposia or conferences with the other low-incidence Divisions of CEC. In addition to decisions concerning the Division's participation in such an event, options concerning the topic, dates, and location will be researched.
3. The Division will pursue, with other CEC Divisions, a joint publication to focus on low-incidence topics.
4. DVH will aggressively recruit new members this year through a variety of activities. There are a number of special educators and other professionals who work with visually handicapped children in a variety of settings. DVH's publications and services can enhance their knowledge and expertise.

Officers, 1988-89

President:	Jonathan McIntire, Vermont Achievement Center, Manchester Center
President Elect:	Rita Livingston, Illinois State University, Normal
Vice President:	Kay Alicyn Ferrell, Teachers College, Columbia University, New York
Past President:	Virginia Sowell, Lubbock, Texas
Secretary:	Vivian Correa, University of Florida, Gainesville
Treasurer:	Kevin J. Lessard, Watertown, Massachusetts
Board of Governors Representative:	Vincent M. McVeigh, Associated Services for the Blind, Philadelphia, Pennsylvania

The Association for the Gifted (TAG)

1987-88 Officers

President: James Alvino	Governor-at-Large: June Cox
President Elect: Beverly Parke	Governor-at-Large: Reva Jenkins-Friedman
Vice President: Beverly Parke	Governor-at-Large: Felice Kaufmann
Secretary: Patricia O'Connell Ross	Governor-at-Large: Nancy C. Mincemoyer
Treasurer: Mary K. Tallent	Canadian Governor: Bruce M. Shore
Board of Governors Representative: James R. Delisle	Journal Editor: James J. Gallagher
Newsletter Editor: Jan Yoder	Membership Chair: Jerry Flack

Purpose of the Division

1. Promoting an understanding about gifted and talented students and their educational needs among educators, parents, and the lay public.
2. Communicating information about the latest issues and trends in the field of education of the gifted and talented.
3. Advocating policies that promote supportive legislation and funding for the gifted and talented at the federal, state and local level.
4. Disseminating information on education of the gifted and talented to all interested parties.
5. Expanding the existing knowledge base about gifted and talented students and their needs.

Programs and Activities in 1987-88

TAG sponsored a symposium on March 28, 1988, in Washington, D.C., to continue developing standards for the ideal gifted program. The symposium was built around the findings of a previous TAG symposium published as First Steps--an examination of assessment, program structure, curricular content, and personnel in gifted education.

Significant Accomplishments in Division's Field 1987-88

Federal legislation for advancing the education of gifted and talented students was passed and \$7.9 million in funding was secured.

Periodical Publications, 1987-88

Journal: Journal for the Education of the Gifted, quarterly, James J. Gallagher, Editor. Frank Porter Graham Center, University of North Carolina, Chapel Hill, NC 27514.

Newsletter: TAG Update, quarterly, Jan Yoder, Editor. Mississippi Bend AEA, 729-21st St., Bettendorf, IA 52722.

Goals and Special Projects for 1988-89

1. Publish the results of Symposium II, held in Washington, D.C.
2. Conduct a third symposium in conjunction with the CEC convention in San Francisco.
3. Publish a fast-back series on important topics in the field.

Officers, 1988-89

President:	James Alvino, Gifted Children Monthly, Sewell, New Jersey
Vice President:	Beverly Parke, Wayne State University , Detroit, Michigan
Secretary:	Patricia O'Connell Ross, The Johns Hopkins University, Baltimore, Maryland
Treasurer:	Mary K. Tallent, Texas Tech University, Lubbock
Board of Governors Representative:	James R. Delisle, Kent State University, Kent, Ohio
Canadian Governor-at-Large:	Linda Lewis, Winslow Center, Vancouver, British Columbia
Governor-at-Large:	June Cox, Gifted Students Institute, Fort Worth, Texas
Governor-at-Large:	Reva Jenkins-Friedman, University of Kansas, Lawrence
Governor-at-Large:	Jerry Flack, University of Colorado, Colorado Springs
Governor-at-Large:	Gail Hanninen, Programs for the Gifted, Olympia, Washington
Journal Editor:	James J. Gallagher, University of North Carolina, Chapel Hill
Newsletter Editor:	Jan Yoder, Mississippi Bend AEA, Bettendorf, Iowa

Technology and Media Division (TAM)

1987-88 Officers

President: Marion Panyan	Governmental Relations Chair: Jeff Hummel
President-Elect: Ted Hasselbring	Membership Chair: Linda Davies

Vice President:
Joel Mittler

Subdivision Chair:
Linda Davies

Secretary:
Joan Lieber

Journal Editor:
Herbert Rieth

Treasurer:
Cindy Okolo

Newsletter Editor:
Mary Lou Miller

Board of Governors
Representative:
Mike Behrmann

Purpose of the Division

1. To promote a professional relationship among educators and other personnel concerned with the uses of technology and media with exceptional individuals.
2. To encourage the development of new applications, technologies, and media which will benefit the lives of exceptional individuals.
3. To disseminate relevant and timely information about the development and application of technology and media through professional meetings, training programs, and publications.
4. To initiate and/or cooperate with education and government agencies and with business and industry in research, demonstration, review and validation, and other professional studies.
5. To develop and advance standards for the use of technology and media with exceptional individuals.
6. To provide technical assistance to persons who work with exceptional individuals to employ technology and media.
7. To identify the training needs of special educators and the resources required to meet those needs required.
8. To support, monitor, and disseminate research on the applications of technology with handicapped individuals.
9. To advocate for funds and policies that support the availability and the use of technology in the lives of exceptional individuals.
10. To actively work as a member division of CEC to promote the activities, policies and procedures of the organization.
11. To provide support to other CEC Divisions in the area of technology and media.

Programs and Activities in 1987-88

1. Annual conference, Baltimore, Maryland, January 1988.
2. Membership recruitment drive.
3. Subdivision development drive.
4. Increased quality of publications.
5. International CEC professional sessions.
6. Worked cooperatively with CEC to develop technology related assistance legislation with House and Senate.
7. Provided expert testimony to Senate Subcommittee on Handicapped related to Technology Related Assistance bill.
8. Developed and printed recruitment brochure.
9. Established liaisons with other professional organizations employing technology to assist persons with handicaps.
10. Developed position paper on technology teaching competencies.
11. Developed draft on technology teaching certification standards.

Significant Accomplishments in Division's Field 1987-88

The Division worked with CEC to develop and deliver testimony for the Technology Related Assistance Bill currently before the Congress.

Periodical Publications, 1987-88

Journal: Journal of Special Education Technology, quarterly, Herbert Rieth, Editor, Peabody College of Vanderbilt University, Box 328, Nashville, TN 37203.

Newsletter: Three times per year, Mary Lou Miller, Editor, 208 Willowood Drive, Rochester, NY 14612.

Goals and Special Projects for 1988-89

1. Membership recruitment.
2. Develop additional subdivisions.
3. Research and development leadership.
4. Joint conference with CEC.
5. Lobby for Technology Related Assistance Bill.

Officers, 1987-88

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Governmental Relations Chair:	Jeff Hummel, Maryland Rehabilitation Center, Baltimore
Journal Editor:	Herbert Rieth, George Peabody College of Vanderbilt University, Nashville, Tennessee
Newsletter Editor:	Mary Lou Miller, BOCES #2, Spencerport, New York

Teacher Education Division (TED)

1987-88 Officers

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Board of Governors Representative: Lesley Quast-Wheatley	Newsletter Editor: Christine Cheney

Purpose of the Division

The primary purpose of the Teacher Education Division is to stimulate and actively assist in the development and improvement of programs of preparation for teachers and others who serve exceptional children. TED also encourages and stimulates the development and improvement of research relating to the understanding of and services to exceptional children, with special emphasis on teacher education. To further these purposes TED interacts with CEC and its Divisions and other appropriate organizations and offers assistance to subdivisions and federations.

Programs and Activities in 1987-88

1. One-day conference on the National Inquiry into the Future of Education for Students with Special Needs. Judy Smith-Davis organized this conference.
2. Tenth Annual TED Conference--"General and Special Education: Reexamining the Relationship," November 12-14, 1987. Sara Conlon and Barbara Given were chairpersons for the conference.
3. CEC-NCATE training session on the preparation of folios on special education programs. Kayte Fearn organized and provided the training.
4. TED RETOOL Project on Microcomputer Technology provided training to professors of special education in several sections of the country. Elizabeth Byrom is director of this project.
5. TED continued its ongoing program of awards to individuals who have made significant contributions to the preparation of special educators. This year's recipient of the TED/Merrill Award for Excellence in Teacher Education was A. Edward Blackhurst. Horace Mann was selected to be the first recipient of a TED Distinguished Service Award. Preston Feden and Gary Clabaugh were recipients of the TED Publication Award for their article, "The 'New Breed' Educator: A Rationale and Program for Combining Elementary and Special Education Teacher Preparation."
6. TED organized a strand on "New Directions" at the 1988 CEC convention. Judy Smith-Davis coordinated this activity.
7. A Special Interest Group for adaptive physical educators was authorized during the past year.

Significant Accomplishments in Division's Field 1987-88

1. TED completed work on policies, procedures, and guidelines for issuing awards.
2. Work on TED's archives was completed.

3. Procedures for preparing position papers and position statements were approved.
4. The Council for Exceptional Children implemented new guidelines for approval of personnel preparation programs in special education.
5. Proposed regulations for P.L. 99-457 were issued by the U.S. Department of Education.
6. The Professional Standards Committee of The Council for Exceptional Children approved Recommendations for Criteria for Certification.

Periodical Publications, 1987-88

Journal: Teacher Education and Special Education, quarterly, Mary McNeil and Jacqueline Thousand, Editors. Available from CEC.

Newsletter: TED Newsletter, three times per year, Christine Cheney, Editor. Available from editor.

Other Publications, 1987-88

1. National Directory of Special Education Personnel Preparation Programs, 1987 Edition, A. E. Blackhurst, L. Doty, W. L. Geiger, P. Lauritzen, S. R. Lloyd, and P. Smith.

Available from National Information Center for Children and Youth with Handicaps, P.O. Box 1492, Washington, DC 20013.

2. Through its nonprofit corporation, Dissemin/Action, TED continues to make available for purchase:

The Baseline Book

The Consultation Collection

Higher Education Practices

An Analysis of the "Plan of Operation" and "Quality of Key Personnel" Criteria in Grant Applications Under Training Personnel for Education of the Handicapped

The Grant Cycle: From Program Announcement to Final Decision and the Importance of the Needs Statement and an Analysis of the "Extent of Need" Criterion in Grant Applications Under Training Personnel for the Education of the Handicapped.

The latter two papers are coauthored by Doris Sutherland and M. Angele Thomas.

Books and papers are available from Dissemin/Action, 9618 Percussion Way, Vienna, VA 22180.

Goals and Special Projects for 1988-89

1. The Eleventh Annual TED Conference is scheduled for November 9-11, in Salt Lake City, Utah. The theme for this year's Conference is Directions in Special Education: Bridging Boundaries and Sharing Visions.
2. TED and the Division for Early Childhood (DEC) are collaborating on the preparation of a paper on personnel standards in early childhood special education.
3. TED has appointed an Ad Hoc Task Force on Issues Related to Certification and Personnel Development. This group will compile existing sets of competencies for the preparation of special education teachers, refine these collections, and validate them. The validated competencies can serve as knowledge bases in special education and, subsequently, can be used as standards for the approval of personnel preparation programs and the development of guidelines for credentialing practitioners. TED will seek assistance and collaboration from other Divisions and organizations in this ambitious activity.
4. TED's Task Force on CEC-NCATE standards and guidelines will complete recommendations on guidelines for evaluating teacher education doctoral programs and will review the procedures and guidelines CEC is presently using to evaluate special education teacher preparation programs.
5. TED will bestow its first Distinguished Service Award on Hank Mann, State University College at Buffalo. Susan and William Stainback will be presented TED's annual Publications Award. The 1989 TED/Merrill Award for Excellence in Teacher Education will be presented to an outstanding teacher educator.
6. The second revision/update of TED's National Directory of Special Education Personnel Preparation Programs will be undertaken in 1988-1989 in collaboration with CEC and the National Clearinghouse on Careers and Employment in Special Education. The next edition of the Directory will be published and distributed in 1990.

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	Jacqueline Thousand, University of Vermont, Burlington

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Executive Committee and Board of Directors**

1987-1988

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